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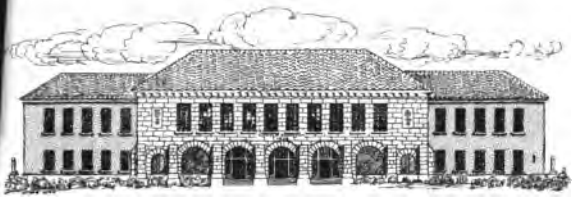

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THIRD READER

MODEL SERIES.

BY J. RUSSELL WEBB.

AUTHOR OF NORMAL READERS, ANALYTICAL FIRST, SECOND & THIRD READERS, AND WORD METHOD, ETC. ETC.

CHICAGO:

GEO. SHERWOOD & CO.

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A FEW WORDS WITH TEACHERS AND PARENTS.

In the preparation of this book, the third number of the Model Series, I have had three objects in view, in addition to the primary ones of teaching the arts of reading and spelling, viz.: To instruct the head, to develop the better nature, and to implant principles in the heart which shall cause the children to grow into wise and useful citizens.

I place higher value on true manhood than on mere scientific attainments or intellectual strength; but true manhood, in this age, almost necessarily includes them. I have endeavored to blend the three, so as to make each a means for securing the others.

The health of the body is best preserved, regained often, not by direct medication, but by obedience to hygienic laws. So also is that of the mind. No attempt is here made to drive the child, either into goodness or wisdom, but one, rather, to envelop him in an atmosphere impregnated with both, and to thus lead him instinctively, almost unconsciously, to desire what I would have him obtain.

All through the book are written thoughts of kindness, gentleness, and love. Regard for personal rights; desire for personal growth in nobleness; for habits of industry and economy; to know, not only, but to know *why*, and to act up to convictions,—all these, and more, I have endeavored to instill into the minds and hearts of the children, through matter adapted to their capacities and suited to their tastes.

"Our Dumb Animals" are not forgotten, and attention is called to the many words in their behalf. I would have every child be like the boy, in the story of "The Boy and the Robin," who "would not be cruel for all the world can give;" and I ask coöperation in cultivating this universal kindness.

Attention is called to the method of analyzing the Reading Lessons; and also to the "Word Lessons" in the last part of the book. In spelling, pronunciation and marking to denote sounds, I have followed Webster's latest Unabridged.

The Word Lessons include all the words contained in the text of this book, and not found in the First and Second Model Readers; and they make this book, like each of those, a complete speller, as well as reader, for the children using it. It is worthy of remark that those words are such as children use every day,—just the words they ought to learn to spell. [See pp. 308–320.]

The reading matter is largely new—most of it prepared or adapted for these pages. The cuts were made expressly for this book from original designs by our own artists.

If this book shall give the children as much pleasure as its preparation has given me, the law of compensation will be more than fulfilled.

Chicago, *August 6, 1875.* J. Russell Webb.

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TABLE OF SOUNDS.

VOWEL SOUNDS.				CONSONANT SOUNDS.						
VOCALS.				ASPIRATES.				SUB-VOCALS.		
1	ā	as heard in	*a*le	p	as heard in	ca*p*		b	as heard in	ca*b*
2	ä	"	*a*rm	t	"	ma*t*		d	"	ma*d*
3	ą	"	*a*ll	k	"	ra*ck*		g	"	ra*g*
4	ă	"	*a*n	ch	"	*ch*est		j	"	*j*est
5	ē	"	m*e*	f	"	*f*ine		v	"	*v*ine
6	ĕ	"	*e*ll	th	"	*th*igh		ṯh	"	*th*y
7	ī	"	*i*ce	s	"	*s*eal		z	"	*z*eal
8	ĭ	"	*i*n	sh	"	*sh*y		z	"	a-*z*ure
9	ō	"	*o*re	x	"	o*x*		x̲	"	e*x*-ist
10	ǫ	"	d*o*	wh	"	*wh*en		w	"	*w*en
11	ŏ	"	*o*n	h	"	*h*ay		r	"	*r*ay
12	ū	"	m*u*le					l	"	*l*ay
13	ŭ	"	*u*s	ADDITIONAL VOCALS.				m	"	*m*ay
14	u̯	"	p*u*ll	â	as heard in	*f*ast		n	"	*n*ay
15	oi	"	*oi*l	â	'	c*a*re		ng	"	si*ng*
16	ou	"	*ou*t	ē	"	h*er*		y	"	*y*oke

H is the only aspirate that has no correlative sub-vocal. *C* and *Q*, having no sounds of their own, are not placed in this table of sounds. *C* generally represents the sound of *s* as in cent or of *k* as in cat. *Q* uniformly has the sound of *k*, and it is always followed by *u* as in quit. The *u* in such places is a substitute for *w*, unless silent, as in coquette (ko-ket).

Several sounds included in the table are

COMPOUNDS.

ā=ĕ ē, ī=ŏ ē, ū=ī ǫ (sometimes yǫ as in use), oi=ą ī, ou=ŏ ǫ, j=dz (z as in azure), x=ks, x̲=gz, ch=tsh, wh=hw.

A in *care* is *a* in *an* modified by *r*; *a* in *fast* is *a* in *arm* modified by the absence of *r* (or rather, perhaps, is equivalent to *o* in *on*, *ossify*); and *e* in *her* is *u* in *us*, lacking only the modifying influence of the *r*. The vowels are always modified by the consonants—it is an incident of pronunciation—but the character of their sounds is not radically changed thereby, and the incidental modifications do not constitute them separate elementary sounds.

Notice the gradation in the vocal sounds in the following examples:

at, an, air; not, on, ask, are; up, us, bur, her. [See page 8.]

INTRODUCTION.

In the first and second numbers of this series of Readers, attention was directed somewhat minutely to the details of teaching elementary reading.

Many of the suggestions in those books would be no less appropriate here; but to save space, as well as to avoid repetition, they are omitted. Attention, however, is directed to them, and the inexperienced teacher is urged to carefully read them before beginning to teach from this book.

In the Second Reader, under the heading "How to Study the Reading Lesson," attention is called, not only to the manner of studying it, but to the objects which the child should seek to gain in preparing for the reading recitation; and somewhat specific directions are given as to methods for gaining them.

In the body of this book I supplement and exemplify some of those directions, and here call further attention to them, deeming them of sufficient importance to justify necessary repetition.

Fronting and illustrating Lesson I is a full page chromo. To this the attention of the class should be called, even before the lesson itself is assigned for study. The children may be led at first to notice the parts of the picture by questions from the teacher; afterwards they should make continuous oral statements about them without such aid, and subsequently make their statements in writing, to be read at a time set apart for the purpose. Immediately following that lesson (I), the first of these four steps is illustrated.

One step in the preparation of the *reading* lesson, is "telling the story in writing," *i.e.* writing its substance (the substance of the portion assigned) in their own language as best they can. I have anticipated what the children would write in some of these lessons, and printed a few of their (imagined) stories to illustrate what I would have done. See after Lessons III, IV, VII, XI, and XVI.

In connection with the reading, by the children, of their own stories, discreet criticism should be made, and the errors, if any, pointed out and (inductively, if possible) corrected. In what Howard says about "Lazy John Warner" (Lesson III) I have purposely left two errors to illustrate a way of leading children to discover and correct, with little help, their own mistakes.

The first error occurs twice in the last part of the sixth verse. He says: "He *don't* like to work, and he *don't* like to study." Call attention to the fact that the word *does*, and not the word *do*, is used with the word *he*,—that we say "he *does* like to work," and not that "he *do* like to work;" and that we also say, he *does not* like to work," and not that "he *do not* like to work." Also, if necessary, tell them that *don't* is a contraction of *do not*. The contraction for *does not* is *doesn't*. What ought Howard to have said? The second error is in the seventh verse, viz. "Go *in* the house." When we are *away from*, we must *go to*, before we can go *in*. Howard should have said, "Go *into* the house."

The reading lessons should also be analyzed by means of questions, as partially shown at the close of Lesson I, and of a few others on these pages, and as more fully shown on page 8, Model Second Reader.

The main object of these exercises is to secure to the child possession of the thoughts and ideas (thought pictures) contained in the lessons. No one teaches

reading *well*, who does not capacitate the child's mind to hear, as it were, thoughts through the *eye*, and to so hear and comprehend them as to perceive clearly the ideas which lie latent — hidden in the silent page. Another prominent object is to secure readiness, accuracy and elegance in the expression of thought.

SUBSTITUTE LETTERS.

Any letter representing a sound not given to it in our "Table of Sounds" (page 6), is, where thus used, a *substitute* for the letter whose sound it represents. Examples:

a and *y* in many (měnĭ) are substitutes for *ĕ* and *ĭ*;
c in cat (kat) for *k*; *s* in as (az) for z; etc.

All the substitute letters marked in the words in the last part of this book, together with the letters for which they are substituted, as well as all other letters marked by Webster, are shown in the following

KEY TO PRONUNCIATION OF WORD LESSONS.

(*See pages 303 to 320 inclusive.*)

ā *substitutes* āy, c̱y, e̱; ä; å; ą *s* aw, ô; ă; â *s* ê:— ē *s* ee, ï; ĕ; ē *s* I, û:—ı *s* y; ı *s* ẏ:—ō *s* ōw; ǫ *s* o͞o, u̱; ŏ *s* å:—ū *s* ew; ŭ *s* ȯ; u̱ *s* ǫ, o͝o:—oi *s* oy; ou *s* ow:— k *s* q, c, ch, ck; j *s* ġ; g *s* g̃; s *s* c, ç; z *s* s̱; x̱; ng *s* n̨; th in thy.

(*See also Table of Sounds, page 6.*)

SILENT LETTERS.

First, When two or more vowels are united, the *un*marked ones are silent. Second, The final *e* is generally silent, as in love, make, receive; and in derived words with no increase of syllables, as loved, makes, received; and in such words as called, leaped, etc., the last *e* is silent. Third, The *italic* letters are silent.

THE MARKING

of letters is confined to the *accented* syllables, except in words liable to be mispronounced, and in such words only occasionally one is marked as a guide for similar words. See *pansies* and *pennies* as illustrations, page 313.

SOUNDS OF LETTERS.

No. 8 of "Model Reader Charts" treats of and illustrates the sounds of the English language. They are also treated of on pages 11, 12, and 13 of Model Second Reader, and on page 6 of this, and require no further attention here. Thorough drill in these sounds and their combinations will make distinct and accurate enunciation easily attainable, and without such enunciation no vocal reading is good.

Model Third Reader.

LESSON I.

Jack	rough	cases	whisper
ball	games	twenty	nearest
spy	cuts	selfish	swingings
apt	forth	agreed	leap-frog
dull	bound	thirteen	somebody
share	worst	mä'am	quarreling

PLAYING SWING.*

1. In this picture we see some little children at play. Somebody says that "all work and no play makes Jack a dull boy."

2. I think that all work and no play makes Jane and Anna, and all the other girls, just as dull as it does Jack.

3. Jack and the rest of the boys like to play ball and leap-frog, and other rough games; but girls do not like such rough plays.

4. Girls like to hop and skip, and jump the rope, and roll the hoop, and play "I spy," as well as the boys do.

* See Introduction, also pp. 6, 7 and 8, Model Second Reader.

5. And there is another thing they like, and it is a nice play, too. If you will look at the picture you can guess what it is.

6. There is not much sport in playing all alone. An apple or an orange tastes a great deal better to have some one help eat it.

7. So it is with play. But — well, I think I will tell it to you in a whisper —

> If you are selfish in your play,
> And bound to have it all your way,

you will not find much sport in it, even if you do have some one to help you.

8. The children at the swing nearest to us seem to be having a pleasant time; but it looks as if the girls at the other swing were having trouble.

9. I think I can tell you how it is. When children play swing, each one is apt to want to swing first, and to swing more than his or her share of the time.

10. All can not be first, when the swing is only large enough for one. The rule in such cases, is, to take turns, and for each to have just twenty swingings, back and forth, at a turn.

11. The girls at the first swing agreed to this, I am sure, and then drew cuts to see when their time should come.

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No. 13

12. But I think that some of the girls at the other swing did not care for the rule, which shows that they are a little too selfish for their own good.

13. Selfish children can not be happy, and there are not many that can be happy where such children are.

14. "Do unto others as you would have others do unto you," is a good rule to go by in your plays. It is the best rule that I know. Do you know of any rule that is better?

---

1. *Teacher.* Children, you may all look at the picture on page 10. Jane, you may tell what you see in it.

2. *Jane.* I see girls, and boys, and dogs, and trees in it.

3. *Teacher.* Can you see anything else in it, George?

4. *George.* Yes, ma'am.

5. *Teacher.* You may tell what.

6. *George.* I see two swings, some hoops, a house, a fence, and some ropes.

7. *Teacher.* How many girls and how many boys are there, Anna?

8. *Anna.* There are thirteen girls and three boys.

9. *Teacher.* What does the picture show?

10. *Hattie.* It shows children at play.

11. *Teacher.* What are they playing?

12. *Jane.* Some are jumping the rope, and some are rolling the hoop; but most of the girls are playing swing.

13. One boy is playing with a dog, and one dog is barking at the girls at one of the swings.

14. I guess the girls are quarreling, and the dog is trying to stop them.

Questions. — Now, Anna, you may tell as much of the story as you can. Hattie, what is in the lesson that Anna did not tell? What does somebody say about Jack? Is play as good for girls as it is for boys? What kind of plays do boys like? What do girls play? Is there much sport playing alone? What is said about the apple and the orange? How can one take all the pleasure out of plays? What is the rule in swinging? Did the girls follow the rule? What is a good rule to go by in plays?

LESSON II.

coal	knives	hungry	mended
peas	tongue	nicely	brushed
lame	traces	accents	knocked
hath	mä'am	joined	willing
Hall	George	comfort	cherish

GEORGE HALL.

1. "What do you want?" asked Mrs. Lee of a boy who knocked at her door. "Do you wish something to eat?"

2. "Thank you, ma'am; I am hungry, but

what I want most is work, and that is why I came here."

3. Mrs. Lee saw that the boy had a clean face, that his hair was brushed, and that his clothes, though old, were nicely mended.

4. *Mrs. Lee.* What sort of work can you do, my lad?

5. *Boy.* Almost any kind, ma'am; I can cut wood, bring in coal, clean knives, pick peas, and — O, I can do almost anything. I like to work.

6. *Mrs. Lee.* Which do you like best, work or play?

7. *Boy.* I like to play as well as other boys when I have the time; but I am willing and glad to work when I can get anything to do.

8. *Mrs. Lee.* You talk like the right kind of a boy. Now come in and get something to eat, and then I will try you at work. What is your name?

9. *Boy.* George Hall.

10. *Mrs. Lee.* Are you the son of Mr. Hall, the lame man, who lives down by the woods?

11. *Boy.* Yes, ma'am.

12. *Mrs. Lee.* I know him. He is a good man; and I am glad he has a son that wants to help him.

13. *Boy.* And I am glad that I can help him. He is sick now, and mother has to stay by him all the time. There is no one to earn anything for them now but me, and I can not do much; but as I grow older I can earn more.

14. *Mrs. Lee.* I am glad to hear you say that. Boys who are kind to their parents, and try to help them, will always find friends.

---

15. Be kind to thy father, and let on his brow
No traces of sorrow be seen;
O, well may'st thou cherish and comfort him now,
For loving and kind hath he been.

16. Be kind to thy mother, for when thou wast young
Who loved thee so fondly as she?
She caught the first accents that fell from thy tongue,
And joined in thy innocent glee.

LESSON III.

ant	lazy	lucky	setter
chap	study	corner	scholar
hive	caught	Horner	chimney
means	Johnny	Warner	thorough
free	written	Howard	ashamed

LAZY JOHN WARNER.

1. "O dear!" said lazy John Warner,
"If I could lie under a tree,
Or sit in the chimney corner,
Eating a pie, like little Jack Horner,
What a lucky young chap I'd be!

"There's the cat and the dog,
And the ant and the frog,
And the bird and the bee,
All so happy and free,
With nothing to do but to play;

"While I must learn, each day,
To read and to spell,

Which you know very well,
Is very hard work for me."

2. "Now, John," said the cat, "you know better;
Of rats I this day have caught five."
"And I," said old Bruno, the setter,
"I know what work is to the letter."
"I, too," said the bee in the hive.

Yes, the cat and the dog,
And the ant and the frog,
And the bird and the bee,
Are all busy, you see,
And do their work wisely and well.

So don't give up learning to spell,
Johnny Warner, I pray;
But study each day,
And see what a scholar you'll be?

---

1. *Teacher.** Jane, you may read what you have written about this lesson.

2. *Jane reads:* This story is about a lazy boy. His name is John Warner.

3. He was so lazy he wanted to lie under a tree in the shade all the time, or sit in the chimney corner and eat pie, as Jack Horner did.

4. He thought it was too bad that he had to learn to read and spell, while the cat and dog had nothing to do but to play.

*To the Teacher: Please see Model Second Reader, p. 7.

5. *Teacher.* That is nicely done. Now, Howard, let me hear what you have written.

6. *Howard.* This lesson is about John Warner. John is a lazy boy. He don't like to work, and he don't like to study and get his lessons.

7. He says he would like to lie under a tree where it is cool, or go in the house and eat pie in the corner as Jack Horner did.

8. I think he is a very lazy boy. The dog and the cat do more than he does. I would be ashamed to be as lazy as he is.

LESSON IV.

Albert	age	working	sadness
Peter	size	shabby	during
tidy	rich	patched	slipping
carry	hard	stopped	happier
heavy	crust	offered	overtook
basket	slides	hurried	school-mates

ALBERT AND PETER.

1. Albert and Peter were school-mates. They were very nearly of the same age and size, and both were good looking boys.

2. Albert's father was rich, and Albert dressed the best of any boy in school.

3. Peter was the son of a poor hard working man, and his clothes were often patched.

4. But Peter was always clean and tidy, while Albert was not careful of his clothes, and often looked shabby.

5. One cold day in the winter, when there was a hard crust on the snow, both boys took their sleds to school, as they had taken them many times before.

6. There was a hill back of the school-house, and during recess the children had a great deal of sport riding down it.

7. On this cold morning, as Albert was going along with his sled he overtook a small girl with a heavy basket, so heavy that she could hardly carry it.

8. Albert passed her on the run. He might have offered to draw the heavy basket on his sled; but I do not know that he thought of such a thing.

9. He was thinking of the hill, and the rides he could have down it before school was called, if he only hurried.

10. Peter was a little way behind Albert, running as fast as he could; for he, too, wanted to ride down hill before school-time.

11. When Peter overtook the little girl, he

stopped and asked her to set her basket on his sled, and then he told her to get on and keep it from slipping off.

12. Albert rode down hill that morning, but Peter did not; yet Peter felt happier, when school began, than Albert.

13. Do you know why Peter felt happier than Albert? He had done a kind act; Albert had not.

14. The little girl, too, felt happy. She was delighted with her ride, and for a long time it gave her pleasure to think and talk about the kindness of her little friend.

15. 'Tis little deeds of kindness,
And little words of love,
That take from life its sadness,
And show the life above.

---

1. *Teacher.* Charles, you may read what you have written.

2. *Charles reads:* There were two little boys named Albert and Peter. Both went to the same school.

3. Albert was a rich boy, and wore nice clothes. Peter was a poor boy, and had to wear patched clothes; but he was the best boy, I think.

4. *Teacher.* You have done very well, Charles. Now the next one may read.

5. *Anna.* Peter and Albert were two little boys, and they went to the same school.

6. They were both good looking; but I like Peter the best, if he did wear old clothes.

7. I think he was very kind to the little girl, and that is why I like him.

LESSON V.

enough	hearted	sharp	Franky
ought	lookout	stick	happen
arrow	against	seats	inkstand
sobbed	tipped	struck	radiant
whittle	spilled	tears	accidents
cheerily	grieved	fault	angrily

ALBERT AND PETER (CONCLUDED).

1. "Good enough for you," said Albert at noon; "you ought to have known better;" and he got on his sled and rode down the hill again.

2. "What is the matter?" asked Peter of the boy, as he came up the hill with his sled.

3. "I have lost my arrow," sobbed the little fellow, quite broken hearted.

4. "O, never mind, Freddy; I can whittle you out another."

5. "May I ride down on your sled while you are making the arrow?" asked a boy who had no sled of his own.

6. "Yes; but you must be on the lookout for stumps, or you will run against one and get hurt, and perhaps break the sled."

7. "Thank you, Peter; I will keep a sharp lookout for them."

8. Peter soon found a stick, and it was not long before his knife turned out an arrow that made Freddy's face radiant with joy.

9. "You are in time, James," said Peter, as he saw him coming up the hill just as the arrow was done.

10. "I have broken your sled, Peter."

11. "Broken my sled? O James, how could you do that! You are a careless boy, so you are, and you ought to have a good whipping, and I feel just like giving it to you!" said Peter, angrily.

12. "I wasn't careless, Peter; the little stump was all covered with snow, and just as the sled was over it, one runner broke through the crust, and the beam hit."

13. "Well, it is too bad, any way, for I wanted so much to use it this noon."

14. "I am as sorry as I can be, Peter, that I

have broken it. I will get a new beam put in it to-night. I do not blame you for feeling bad, but it was not my fault," said James, and he looked so grieved.

15. "Well, I don't know as it was, and I am sorry for what I have said; but I did want to ride down hill on it this noon, so much."

16. And as James again began to tell how sorry he was, Peter said, cheerily, "O, never mind, James; we are both sorry enough. Accidents will happen to the best of us sometimes."

17. "O Albert!" exclaimed the gentle Franky, as the boys were taking their seats after the noon recess, "I have tipped over your inkstand, and spilled some of the ink. I am so sorry! I did not mean to do it."

18. "I'll teach you to let my things alone;" and Albert struck him a hard blow in the face, which made the tears start in Franky's eyes. "I don't care if I did hurt you; let my things alone, then."

19. There is an Albert and a Peter in almost every school. Which would you rather be like?

Questions. — What does "Good enough for you," in first verse, mean? Who said it? To whom did he say it? What was it that was "good enough for him?" Did the remark of Albert show a kind spirit? What did it show? How did Peter treat the boy?

Do you blame Peter for feeling vexed because James broke his sled? Would you have been vexed? Why? Why was Peter sorry for what he had said? How did James feel? And what did Peter tell him, in verse 16? Did Albert do right to strike Franky? Which do you like better, Albert or Peter? Why? How do you pronounce "recess"? Why is there a little mark at the end of the 3d line in verse 16? What is it called?

LESSON VI.

heal	deem	motion	crushed
friend	break	sincere	darkest
heart	birth	healed	budding

A LITTLE WORD.

1. A little word in kindness spoken,
   A motion or a tear,
   Has often healed the heart that's broken,
   And made a friend sincere.

2. A word, a look, has crushed to earth
   Full many a budding flower,
   Which had a smile but owned its birth,
   Would bless life's darkest hour.

3. Then deem it not an idle thing,
   A pleasant word to speak;
   The face you wear, the thought you bring,
   A heart may heal or break.

LESSON VII.

Jones	fork	started	meadow
brick	forkful	watched	unloaded
open	watching	hay-stack	Charles

KEEP YOUR EYES OPEN.

1. "If you want to learn, keep your eyes open," said Mr. Jones to his son, as they were starting out to walk.

2. They had not walked far before they saw men making a brick house.

3. "Only one brick at a time," said Charles, after he had watched them awhile.

4. "What do you mean by that, my son?"

5. "Why, father, don't you see, the men lay only one brick at a time, just one little brick; and see what a high wall they have made!"

6. "By putting one brick upon another, as these men are doing, the largest brick houses are made. Did you not know that?"

7. "I never saw a house made, father; and I never thought of it before."

8. They walked on a little farther, and came to a meadow. There they saw two men stacking hay.

9. The man that was on the load put his

fork into it, took a little of the hay up, and put it on the stack.

10. Then he took up some more of it in the same way, and put that on the stack, too.

11. In this way he put the whole load on it, and the stack was a great deal larger.

12. "Only one small forkful at a time," said Charles, "and the wagons are unloaded and the large stacks are made."

---

1. *Teacher.* John, you may read what you have written about this lesson.

2. *John.* Mr. Jones went out to walk. He took his little boy with him. His boy's name was Charles.

3. When they started, he told Charles to keep his eyes open if he wanted to learn, and I think he did; for as he was looking at the men building a house he said, "Only one brick at a time."

4. When his father asked him what he meant, he said, "Don't you see that the men lay only one brick at a time, and what a high wall they have made?"

5. His father asked him if he did not know that before, and he told him he never saw men making a brick house, and had never thought about it before.

6. Charles saw some men making a hay-stack, and learned how they did it by watching them. I think one can learn very much by using his eyes. I mean to keep my eyes open after this, and look carefully at everything I see.

LESSON VIII.

hill	littles	thank	cistern
step	handle	verse	pumping
steep	breaks	scene	enough
dust	strange	ocean	pounded
blew	pieces	mighty	carrying
breath	easily	clapped	beautiful

WHAT CHARLES LEARNED.

1. "Let us go to that hill. It is so high that we can see many things from its top," said Mr. Jones.

2. Charles thought it would take a long time to go, and that they would be tired when they got there,—it was so far.

3. "It is a long way, but we can go there by taking 'only one step at a time.'"

4. "It does not seem far," said Charles, when they were there, "and I do not feel tired at all."

5. "Doing things by littles is not very hard work. Little bricks are easy to handle, but enough of them makes houses, as you have just learned."

6. As Charles was going up a steep part of the hill, he took hold of a rock to help himself up, but it broke off in his hand.

7. "How easily this breaks," he said; and he took a stone and pounded it into small pieces, till it was like dust; and then he blew it away with a breath.

8. "How strange! I never thought of it before."

9. "Never thought of what?" asked his father.

10. "That the great rocks and hills were only little pieces of dust put together. Why, I could make a hill myself if I should only work long enough."

11. The view from the top of the hill was very beautiful. Charles clapped his hands in delight, and began to name over the things he saw. But soon he stopped, and said, "Why, father! this beautiful scene is made of little things."

12. Charles and his father walked on. They came to a man who was pumping water out of a cistern, and some small children were carrying it away in little pails.

13. "Why do you pump the water from the cistern?" asked Mr. Jones.

14. "The cistern is dirty, and I want to clean it."

15. Just then the water stopped coming. "There," said the man, "it is all out now."

16. "Was there much in it?"

17. "Yes, sir; it was full."

18. "And did the children carry it all off in their little pails?" asked Charles.

19. "Yes, my little man. But why did you ask that?"

20. "O, sir, I was just thinking that everything is made up of littles; and now I see that we can do almost anything by doing a little at a time."

21. "That is a wise speech, my boy; I hope you will always remember it."

22. "Thank you, sir; I hope I shall. I learned a long time ago that

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land;

but I did not know what the verse meant till I learned, to-day, that houses are made of little bricks, and that rocks and hills are only little bits of dust put together."

Questions. — What did Charles learn? How did he learn it? What is the use of the marks before *let* and after *top* in the first verse? What are they called? At the end of the third verse there are three marks; why? Why only one before *only* in the same verse? What is the meaning of the poetry on this page? Repeat it.

LESSON IX.

stood	become	acorn	early
drop	catching	slowly	leaked
oak	wisest	mossy	forests
dew	wisdom	slender	understand
stored	wondrous	mighty	amazement

LITTLE BY LITTLE.

1. "Now let me show you what a pail of water is made of," and the man set one of the little pails filled with water on a kind of stool.

2. Drop, drop, went the water, for the pail leaked. Another pail was put under to catch the drops.

3. It took a long time for all of the water to run out, but the pail was empty at last.

4. "Do you know now what a pail of water is made of?"

5. "Yes, sir; of little drops."

6. "What do you see in the other pail?"

7. "Water, sir; it is full of water."

8. "And how did it become full?"

9. "By catching the drops as they fell."

10. "It did more than that, my boy. Can you think what else it did?"

11. "O, yes; I know now. It held the drops so that they could not get away."

12. "That is right; and unless you remember, it will do you but little good to learn."

13. "Yes, sir, I understand it; and I will try not only to learn, but to remember what I learn."

14. Children, the wisest men in the world once knew no more than you do. They have learned all they know just as you must learn—a little at a time.

15. If you would become wise, you must begin now, and learn a little every day.

16. "Little by little," an acorn said,
And it slowly crept from its mossy bed;
Little by little each day it grew,
Drinking by drops of the early dew;
Till its slender branches spread far and wide,
And the mighty oak is the forest's pride!

17. "Little by little," a small boy said,
And each day the "littles" he stored in his head;
Little by little in wisdom he grew,
Learning each day a little that's new,
Till at last the world, in amazement, cries,
"How great is the man—how wondrous wise!"

LESSON X.

beats	crumbs	birdie	fortunate
shut	among	prison	gaily
perch	intend	friends	pleasant

THE BOY AND THE ROBIN.

1. So, so, little robin, I have caught you at last. You have been here so often for crumbs that you were not afraid of me.

2. Now that I have caught you, I do not intend to let you go again. I have a pretty wire cage here, and I will put you into it and keep you.

3. It shall be your own little house. How pleasant it will be to live in it all the time by yourself. You will have nothing to do but to sing from morning till night, and swing on your little perch.

4. I will come and see you every day. I will feed you and water you, and take the best care of you, and nobody shall hurt you.

5. See what a good bed I have put into your cage. Ah, birdie, what a pleasant home you will have! Not many birds are so fortunate as you are.

6. But why do you try to get away! Are you afraid of me? I will not hurt you. How fast your heart beats!

7. Poor little thing! I really believe you are afraid. This little cage looks so pleasant to me that I thought you would like to live in it.

8. But you do not wish to, do you? May be it looks like a prison to you. I will not put you in prison. No, no, little robin, you shall not go to prison, you shall go free.

9. There! Fly away now; fly to your home and friends among the trees. How gaily he sings! Now I know that it would have been cruel to have shut him up in a cage.

10. I would not be a cruel boy
For all that this world gives;
I would not take a single joy
From anything that lives.

LESSON XI.

cap	Nettie	pouted	tidied
Nell	tongue	fetched	darling
Fan	rocked	guessed	Guernsey
broom	teased	leaving	forgetting

WHICH LOVED BEST?

1. "I love you, mother," said little John,
Then, forgetting his work, his cap went on,
And he was off to the garden swing,
Leaving his mother the water to bring.

2. "I love you, mother," said rosy Nell,
"I love you better than tongue can tell;"
Then she teased and pouted full half the day,
Till her mother was glad to have her away.

3. "I love you, mother," said darling Fan,
"And I'll help you to-day as much as I can;
How glad I am that the school doesn't keep;"
And the baby she rocked till it fell asleep.

4. Then softly she stepped and fetched the broom,
And she swept the floor and tidied the room;

All day so busy and helpful was she,
That she was as happy as a child could be.

5. "I love you mother," again was said,
By three little children on going to bed.
Now how do you think that mother guessed
Which of them really loved her the best?

Altered from JOY ALLISON.

---

1. *Teacher.* Nettie Guernsey, you may read what you have written.

2. *Nettie.* "Mother," said John, "do you know how much I love you?" But he soon forgot what his mother asked him to do, and took his cap and went out to the garden to swing, and his mother had to go and get the water.

3. Soon his little sister Nell came in and ran up to her mother, and said, "Mother, I love you more than tongue can tell."

4. Very soon she forgot what she had said, and began to tease her mother, and to pout because she could not have her own way, till her mother was glad when she went out to play with her brother John.

5. Then came darling Fan, who said, I love you, too, mother, and will help you all I can to-day, as there is no school. So she rocked the baby to sleep.

6. When she laid the baby down she got the broom and tidied the room, which means she made it clean and put it in order, and did all she could to help her mother. She was busy all day, and she was happier than her brother and sister who had been at play.

7. At night all three said, "Mother, I love you"; but the mother knew which loved her the best.

LESSON XII.

stiff	pairs	music	succession
rap	pecks	raised	punctual
worm	create	pickax	woodpecker
tail	tardy	uniform	attendance
faces	quick	straight	sunshiny

HOW MISS STANLEY OPENED HER SCHOOL.

1. When the teacher had finished her story about the SWIMMERS, she said, "To-morrow morning I will tell you about a bird with a pickax."

2. Miss Stanley told the children a story every morning at nine o'clock. She thought it best to interest children, and thus create a desire in them to learn, and also to be uniform and punctual in attendance.

3. The birds called swimmers, which the teacher had just been talking about, swim in the water, and have broad flat feet with which to push themselves along. I told you about them in the SWAN story in the Second Reader.

4. The next morning not a scholar was tardy. As they sat in their seats, with clean hands and

faces, waiting for their teacher's story, they looked very bright and happy.

5. It was a warm, sunshiny morning, and the trees around the school-house seemed filled with birds, whose music showed that they, too, were filled with gladness.

6. One, two, three, four, five, six, seven, eight, nine! said the clock that hung on the wall.

7. Rap, rap, rap! came in quick succession through the open window, while yet the clock was counting nine.

8. And when the clock had stopped, the blows sounded louder and sharper, and the children wondered what the noise might be.

9. "Can any of you tell me what it is that makes that noise?" said the teacher.

10. At first no one seemed to know; but when the noise began again little James Gray said he thought it was somebody cutting wood.

11. "Now listen again," said Miss Stanley, as the picking noise still went on.

12. "I know what it is," said a half-dozen boys at once; "it is a WOODPECKER!"

13. "That is right. Can you tell me how he makes that noise?"

14. "He makes it by striking his bill against a tree," said John Smart.

15. "Right again," said the teacher; "and now can you tell me why he pecks the tree?"

16. This was a little too hard for them to answer; but some of them thought he did it for sport.

17. "How many of you ever saw a woodpecker?"

18. Nearly every hand was up. But some of the children said that they had never seen one.

19. Just then the woodpecker flew into the old apple tree, by the window, and began to peck in sight of the whole school.

20. The teacher raised her finger, which they all knew meant "keep still," and for some time they watched the bird as he made a hole into the tree.

21. "Children," said she very softly, "that is a woodpecker. Notice his long straight bill, and how he cuts away the bark and wood with it.

22. "Now look at his feet. He has two pairs of toes on each foot; one pair before and one pair behind.

23. "Notice also his tail. How short and stiff it is, and how he puts it against the tree, and seems to sit on it while he works."

24. Just as the teacher said this, the bird flew away with a worm in his mouth.

LESSON XIII.

aid	juicy	sickly	allowed
door	injure	barren	memory
idea	useful	commit	chilling
solid	waste	joyous	cheerless
saved	wormy	nearly	memorandum

THE BIRD WITH A PICKAX.

1. "I am glad that that woodpecker was kind enough to show himself to us this morning," Miss Stanley said, when he was gone.

2. "I shall now be able, by the aid of the pictures I have here, to give you a pretty good idea of 'the bird with a pickax.' Can any of you tell me the name of this bird?"

3. "Yes, ma'am," said little Minnie Guernsey, "I think I can. It is WOODPECKER."

4. "How many think Minnie is right?" Nearly every hand was raised, and it was agreed that Minnie was right, and that the woodpecker was the bird to be talked about that morning.

5. "You see," said the teacher, "that the pickax which the little bird used to make the hole in that apple tree is not made of iron, as our pickaxes are.

6. "It is a neat little bone pickax, sharp at the

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end and at both sides too, and hard enough, if it is not iron, to make a hole into solid wood."

7. "Does it not hurt the bird's head to strike the wood so hard?" asked Minnie.

8. "No, for it is made very strong, much stronger than the heads of other birds, so that he can pick as much as he wants to and not be hurt.

9. "Some of you told me that you thought he pounded on the wood just for sport. But that is not so. It may be sport for him, but it is not the sport he is after; it is something to eat. He is hunting for worms.

10. "The kind of worms which he likes best lives in trees. Sometimes they are in the bark, eating the soft and juicy inside, and sometimes they are deep in the wood.

11. "These worms injure the trees very much, and if they are allowed to stay in them, the trees become sickly and often die.

12. "The woodpecker has a way of knowing what trees are wormy, and just where the worm is, and he never makes a hole in any other trees, nor in any other places.

13. "Just now you saw one light on that apple-tree. He at once began to pick. In a few minutes he flew away with a worm that he took out of the hole which he had made.

14. "Sometimes many holes are made in the same tree, because there are many worms in it; and by this means the tree is saved. I hope you will remember this, and never injure a woodpecker.

15. "Indeed, all birds are friends, and not enemies, of man. It is true they sometimes take a share of the fruit; but *if there were no* BIRDS there would be NO FRUIT TO TAKE!"

16. Don't kill the birds, the little birds
That sing about your door,
Soon as the joyous spring has come,
And chilling winds are o'er.

17. Don't kill the birds, the pretty birds
That play among the trees;
'Twould make the earth a cheerless place
To see no more of these!

18. Don't kill the birds, the useful birds,
They help both you and me;
Without their aid a barren waste
This earth would surely be.

19. These verses Miss Stanley wrote on the blackboard, and asked the children to copy them into their memorandum books, and commit them to memory. "It will help you to be kinder to the birds," she said.

20. As she said this, one of the boys held down his head, for he had hit a bird with a stone only the day before.

21. "That will do for this morning. To-morrow morning I will tell you more about the woodpecker, and show you these pictures;" and then the children took their books and began to study their lessons.

LESSON XIV.

spear	forward	scarlet	enables
barbs	inches	climbers	ability
darts	nimbly	cuckoo	crooked
limbs	beyond	trogon	cousins
trunks	rooster	plumage	relation
deeds	firmly	suspect	feathery
pants	burrows	actions	continued
brace	parade	soldier	arrangement

THE WOODPECKER.

1. "The woodpecker not only carries a pickax, which he knows how to use better than we do, but he also carries a spear, and in his mouth, too."

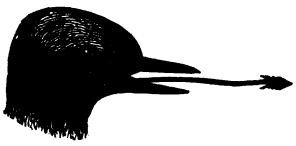
2. These were the first words Miss Stanley

said the next morning; and the children leaned forward in their seats, and some of them even opened their mouths, they were so anxious to catch every word.

3. "It is a long spear, too, for such a little bird; and though one end of it is fastened, so that it cannot get away, he can throw the other end out more than two inches beyond the point of his bill.

4. "The end that he throws out is hard and sharp, and has little hooks or barbs on its edges like a fish hook, except a fish hook has but one barb on it."

5. And then the teacher hung up one of the pictures, showing a woodpecker's head, with his mouth open, and his tongue run a long way out, as you will see in this picture.



6. "This tongue," she continued, "saves the bird a great deal of hard digging. As soon as an opening is made to the worm's hole, the tongue darts in and spears the worm, as a man spears a fish.

7. "The tongue is then drawn back into the mouth, bringing the worm with it, for the barbs will not let it get off.

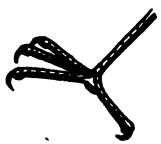
8. "This bird generally lights on the trunks of trees, as you saw him light on the apple-tree yesterday morning; and he can run and hop about on the trunks as nimbly as other birds can on the branches.

9. "How can he do this? Birds hold on to trees by their feet. What is there about this bird's feet that he should hold to the trunks of trees better than other birds? Are they not like other birds' feet?"

10. "No, ma'am," said John Smart; "two of his toes are on one side of his foot and two are on the other side of it."

11. "Are not all birds' feet that way?"

12. "No, ma'am. In all the birds I have noticed, one toe stood alone, and the other three were on the other side of the foot."



13. "You are right, John. In these pictures you will see how it is. This is the foot of a robin, and this is the foot of the woodpecker," said Miss Stanley, as she pointed to the pictures.

14. "The toes on the woodpecker's foot are long and strong, and the nails are sharp and crooked like a cat's claws. This arrangement

enables him to hold firmly to trees while pecking for worms.

15. "Did you notice the tail of this bird? It is not long and feathery, like the tail of the rooster or peacock, but it is short and stiff, and the fringe on the quills is sharp enough to fasten into the tree.

16. "This allows the bird to use it as a brace, and rest its weight on it, while it holds to the tree with its feet, and gives long, hard blows with its bill.

17. "The woodpecker does not make a nest like other birds; he burrows in trees. With his little bone pick he digs a hole into a tree.

18. "There are several kinds of these birds. Our picture on page 46 shows the red-headed woodpecker. He is the most beautiful as well as the most common of them all.

19. "How grand he looks on that tree! Like a soldier on parade, he is dressed in his best uniform.

20. "With his scarlet cap, and jet-black coat, and light pants, who has a better right to feel proud? And who by his deeds better earns the goodwill of others?

21. "The woodpecker belongs to a very small family of birds — only five in the family. They

all have the same kind of feet, and from their ability to run up trees they are called CLIMBERS, or climbing birds.

22. "The names of these five climbers are, woodpecker, parrot, cuckoo, trogon, and toucan. On page 46 is a picture of four of these birds.

23. "You will know at once the name of the bird on the top limb, by his crooked bill and green head. The parrot is a great talker when he once learns.

24. "The little bird behind the woodpecker is the cuckoo. The cuckoo lays but one egg, and it lays that in the nest of some other bird, and leaves it there for the other bird to hatch.

25. "The bird at the bottom of the page is the trogon. It has a long tail and a very rich plumage. The toucan has a very large bill.

26. "In looks and actions these birds are very unlike. If it were not for their feet you would hardly suspect they had a family relation."

Questions. — What were the first words said by the teacher the "next morning"? What is a pickax? What is it used for? Did you ever see one? What is a spear? What had a spear? Where did he carry it? What use it for? How use it? What are *barbs*? How do the feet of the woodpecker differ from the feet of other birds? What other birds are named in this lesson? What are these birds called? Why? What can you say of these birds? In what way is the woodpecker a useful bird? Are all birds useful? How?

LESSON XV.

queer	lose	string	whistling
dug	Lewis	splendid	multiplication
Hoyt	tulips	suffer	queerest
kite	puppy	afford	aware

THE QUEER BOY.

1. John Lewis is the queerest boy I ever knew. I am not aware that he ever cried; I never heard him.

2. One day his sister Mary found all her tulips dug up by a pet puppy. She cried, of course.

3. Just then John came round the corner, whistling. "Why, what is the matter now, Mary? What are you crying about?"

4. "My tulips are all dug up, and now I shall have none this summer!"

5. "Well, you can not make them grow again by crying, can you? Come, let us see what a little work will do."

6. John picked up the tulips, put them into the ground again, and made the bed smooth. Then he took Mary to the barn to hunt hens' eggs.

7. John was just as cheerful in his own

troubles. He had a large kite. While flying it one day the string broke. When it came down it lit in the top of a high tree.

8. John stood still for a moment and looked at it. Then he turned, began to whistle, and started for home.

9. "Why, John," said Mr. Hoyt, "are you not sorry to lose that kite?"

10. "Yes; but what is the use of keeping sorry. It will not bring the kite down to be sorry. I can not afford to feel bad more than a minute. I will go home and make another."

11. It was just so when he broke his leg. "Poor John!" cried Mary, and the tears would come. "You can not play any more, and how you must suffer"

12. "O, I am not poor. Don't cry for me. You see I do not even cry for myself. What a splendid time I shall now have to whittle!"

13. "Every time my leg aches I will say over the multiplication table, and that will make me forget the pain; and then, when I get well, I shall know it better than any other boy in school."

14. John Lewis is a queer boy, is he not? I wish there were more boys and girls queer in the same way.

LESSON XVI.

Cross	borrow	employ	poor-house
state	hammer	grateful	anybody
speech	Ellen	cherries	selfishly
amuse	favors	possible	wheelbarrow
pardon	agoing	humor	neighborhood

GETTING PAY.

1. "I do not mean to do anything for anybody, after this, unless I am paid for it."

2. This is what Edwin Cross said when his mother told him that Mrs. Brown would like to have him pick a few cherries for her.

3. "Well, Edwin! I should think you would be ashamed of yourself for making that speech," said his sister Ellen.

4. "Does not Mrs. Brown send us fruit every day? Does she not let you have all the books you want to read?

5. "And when you were so sick, did she not come here and take care of you? And now to think that you do not want to pick a few cherries for her, without pay!"

6. "I am as much surprised as your sister Ellen is that it is possible for you to make such a speech," said his mother.

7. There were some older boys in the neighborhood who acted just as selfishly as Edwin now talked. They would not do the least thing for any one unless they were paid for it.

8. The neighbors had learned not to ask any favors of them; and although they were very poor, and needed all they could earn, no one was willing to employ them if he could get others to help.

9. Edwin had been with these boys, and was just silly enough to think they were wiser than his folks, and knew better how to get along in the world.

10. Edwin picked the cherries, but he made bad work of it. He seemed out of humor, and when Mrs. Brown spoke to him he answered just as cross boys are apt to.

11. A few days after this, Edwin, in mending his wheelbarrow, broke his hammer. Mrs. Brown had a good one. She also had a story book that Edwin wanted to read.

12. Edwin went to borrow both of them. What was his surprise at her answer when he asked for them. Mrs. Brown had heard what he had said, and she meant to teach him a lesson.

13. "I do not think I can let you have them,

Edwin; 'I do not mean to do anything for anybody, after this, unless I am paid for it.'"

14. Edwin saw what she meant, for she had used his own words, and he went home without the hammer and book, very much ashamed of himself for making such a foolish and unkind speech.

15. The lesson was a good one for him, and he learned it well, I am sure, for after this he was always one of the most obliging of boys.

16. Edwin is now a man. He often tells this story, and he always adds, "I am so grateful to Mrs. Brown for the lesson; it was the making of me."

17. Those "older boys," he says, were always poor. One of them was taken sick, and having no friends nor money, he was taken to the poor-house, where he died among strangers. The other is now in State-prison.

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1. *Teacher.* John Smart, you may read what you have written about this lesson.

2. *John.* This story is about a little boy who said he was not agoing to do anything for anybody without he was paid for it.

3. This boy's name was Edwin Cross, and he said this when his mother told him that Mrs. Brown wanted him to pick some cherries for her.

4. It was very naughty in Edwin to say this when

Mrs. Brown wanted him to help her a little; and his mother and sister told him so.

5. Mrs. Brown had been very kind to Edwin. When he was sick, she used to come over to his house with flowers for him to look at and to smell of, and with many nice things for him to eat.

6. Many a time had she sat by him and told him stories, or read to him, when he was too sick to amuse himself. But Edwin did not think of this when he said what he did.

7. I do not think Edwin was a bad boy; but there were two bad boys that he had been with some, and he had heard them talk, and he thought it would be smart to be like them.

8. Those boys were very selfish, and set a bad example. I do not believe they knew how much comfort one takes in doing kind acts.

9. Poor boys! I guess their mother died when they were very small, and that they had no one to teach them any better.

10. Edwin picked the cherries, though he did not like to do it; and he acted all the time he was doing it as if he was cross; and I am sure he was.

11. But he got over it, and after a few days he forgot all about it, I think; for he went over to Mrs. Brown's to borrow her hammer and a book.

12. Mrs. Brown had heard what he had said, and she had not forgotten it. She thought it would be a good time to teach him a lesson; so she said, when he

asked for them, "I do not mean to do anything for anybody, after this, unless I am paid for it."

13. Edwin knew what it meant, and he went home without them. I would know that he felt ashamed of himself, if the story had not said so.

14. I think this was the last time that he made such a selfish speech, and I am sure he afterwards begged Mrs. Brown's pardon, and told her, and his mother and sister, how sorry he was that he made it.

15. Edwin grew up to be a good man, and he said that the lesson Mrs. Brown taught him was the making of him.

16. The other boys became bad men. One went to prison, and the other died in the poor-house.

LESSON XVII.

crow	fight	known	busily
caw	height	noise	unpleasant

THE CROWS.

1. The crows are building on the trees;
   They build there every spring;
   "Caw, caw," is all that they can say,
   For none of them can sing.

2. "Caw, caw!" O, what a noise
   They make in rainy weather;
   Good children always speak by turns,
   But crows all talk together.

3. How many nests are on the trees,
And up at what a height!
There are a thousand crows, and yet
I never saw them fight;

4. For they are friendly birds, and each
Is to his neighbor known;
They never touch each other's things,
But let them all alone.

5. I wonder if we ever heard
Of little girls and boys
Who quarreled more than crows, and made
A more unpleasant noise?

6. I wonder if we ever heard
Of children who would touch
The things they ought to let alone?
I wonder very much.

LESSON XVIII.

Susan	fie	legged	difficult
pencil	treat	secret	repeated
angry	choose	succeed	pleasantly

THE SECRET.

1. "What are you crying about, Mary?" I asked a little girl who seemed to be in great trouble.

2. "Susan will not let me take her doll," sobbed the child.

3. "Mary would not let me have her pencil, and now she shall not have my doll;" and Susan was very angry as she said this.

4. "Well, I don't care; she shall not have my pencil; she will only lose it."

5. "And she will break my doll; and I will not let her have it."

6. O fie, fie! children. This is not the way sisters should treat each other.

---

7. "Let us quarrel," said one fox to another.

8. "Very well, if you think it best. But I do not know how to begin."

9. "Neither do I; but it can not be very

difficult, and there must be sport in it, or two-legged people would not do so much of it."

10. The two foxes tried many ways to get up a quarrel, but they did not succeed. At last the one which proposed it said, "I can tell you how we can do it.

11. "Here, in the shade of this tree, is a nice place to lie down. I will say, 'This is my place, and you shall not lie in it.'

12. "Then you must say, 'No, it is not your place any more than it is mine, and I will lie here if I choose.'

13. "Then I will say, 'No, you shall not; I will not let you.' And you must be angry, and say you will, and try to do it; and then we will quarrel about it. Now you begin."

14. "No, you begin."

15. "Well: This is my place, and" ——

16. "Very well; it is a nice place, and I hope you will rest well in it."

17. "But we shall never quarrel at this rate. Do you not know that it takes two to get up a quarrel?"

---

18. I saw two little children playing so pleasantly together. "How is it," I asked, "that you seem so happy, and never quarrel?"

19. Little Gertie looked up, and said, "I do not know, sir; I think it is because Della lets me, and I let Della."

20. "Della lets me, and I let Della," I repeated to myself. Yes, that is the secret, children. Did you ever think of it?—"DELLA LETS ME, AND I LET DELLA."

LESSON XIX.

vines	cozily	northern	Benjamin's
course	elms	Florence	education
tune	ideal	readily	evergreens
Helen	lawyer	economy	industry
humble	college	nestled	resolved
Robbins	New York	attractive	holidays

OTIS'S HOME.

1. "Home again, home again!" shouted Otis, as he bounded into the room where his mother was; and he began to sing—

> Be it ever so humble,
> There's no place like home.

2. "I tell you what it is, mother, I think the man who wrote that was about right, if he never

did have a home of his own, and had to guess at it.

3. "I have thought about home, and how glad I should be to get here, ever since you wrote me I might come. And now, where is father, and Gertrude, and Flora, and Freddy?"

4. "Flora and Freddy are not home from school yet; Gertrude is at Mr. Benjamin's, and your father is in New York city. He has been there two weeks; but I expect him home to-morrow."

5. Otis's home was in northern New York, where the snow often falls till it hides the fences; and sometimes it even shuts the people in for many days at a time. Still it was a very pleasant and happy one.

6. The neat little brown house, neat as could be inside and out, nestled cozily among the vines and evergreens, and the stately elms; and Otis thought he had the best father and mother in the world, and that nobody's sisters and brother were quite so good as his. How could such a home be other than a dear, happy one?

7. For a long time he had been away to school, and now he had come home to spend the holidays. His father believed in education, and he believed that it was just as good for

farmers' children as it was for the children of the merchant or the lawyer.

8. He believed, too, that farmers' homes should be made pleasant and attractive; and, by his industry and economy, he had been able, after many years of labor, to make for himself and family his ideal home, as shown in the picture on page 63.

9. Brought up with such surroundings, is it to be wondered at that Otis resolved, after his college days were over, to be a farmer; that he looked upon his labors with pleasure, and was often heard to sing —

A farmer's life is the life for me,
I own I love it dearly;
And every season, full of glee,
I'll take its labors cheerily?

10. The day after Mr. Robbins went to New York, Gertrude went to Mr. Stanley's, to see Helen and Florence. There she found a new song which she liked very much.

11. That song she had been teaching to Flora and Freddy, and when Otis came home they had just learned it. They intended to surprise their father by singing it to him when he came.

12. That evening they all sang it several times

over. Otis caught the tune very readily, for he was a pretty good singer. "Now we are ready for father," said Freddy.

LESSON XX.

lips	supper	considered	thankful
enter	December	unshown	summer

FATHER HAS COME.

1. The room was as pleasant as fire and lights, a neatly spread table and happy faces, could make it.

2. The family consisted of Mr. and Mrs. Robbins, grandmother, and the four children named in the last lesson.

3. "Father has come! Father has come!" shouted Flora, who was watching for him at the window. The words were hardly spoken before Mr. Robbins was in the room.

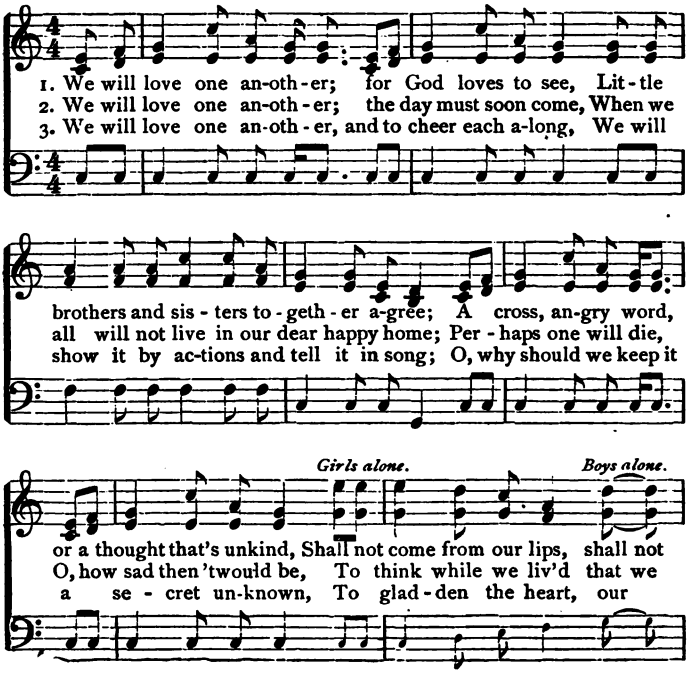
4. It was a happy meeting, that cold December night, and many were the pleasant words spoken while Mr. Robbins was warming.

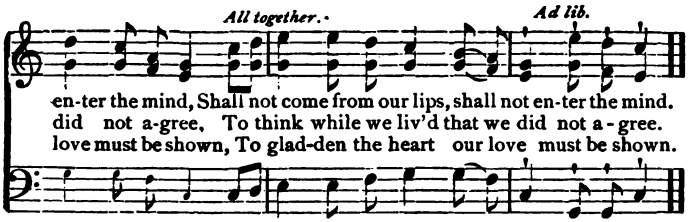
5. "Tea is ready," said Mrs. Robbins, "and father must be hungry."

6. "O mother, do wait a little till we sing our new song to father," said little Freddy.

7. "By all means let us have the new song," said Mr. Robbins. "It will do me as much good as the supper;" and without waiting for their mother to reply, the children began to sing

WE WILL LOVE ONE ANOTHER.


1. We will love one an-oth-er; for God loves to see, Lit-tle
2. We will love one an-oth-er; the day must soon come, When we
3. We will love one an-oth-er, and to cheer each a-long, We will
brothers and sis-ters to-geth-er a-gree; A cross, an-gry word,
all will not live in our dear happy home; Per-haps one will die,
show it by ac-tions and tell it in song; O, why should we keep it
Girls alone.
Boys alone.
or a thought that's unkind, Shall not come from our lips, shall not
O, how sad then 'twould be, To think while we liv'd that we
a se-cret un-known, To glad-den the heart, our


All together.
Ad lib.
en-ter the mind, Shall not come from our lips, shall not en-ter the mind.
did not a-gree, To think while we liv'd that we did not a-gree.
love must be shown, To glad-den the heart our love must be shown.

8. We will love one another; for God loves to see
Little brothers and sisters together agree;
A cross, angry word, or a thought that's unkind,
Shall not come from our lips, shall not enter the mind.

9. We will love one another; the day will soon come,
When we all will not live in our dear, happy home.
Perhaps one will die; O, how sad then 'twould be,
To think, while we lived that we did not agree!

10. We will love one another; and to cheer each along,
We will show it by actions, and tell it in song.
O, why should we keep it a secret, unknown?
To gladden the heart, our love must be shown.

11. When the children had finished singing, Mr. Robbins seemed lost in thought, and for awhile not a word was spoken.

12. Then he said, "That is a good song. I am glad you have learned it. It will help you to be kinder to each other."

13. "We will love one another." He said it

slowly and thoughtfully, as if talking to himself; and then added earnestly, "If all would say so, and prove it by actions wherever they go, it would make of the earth an Eden of love, and give here a foretaste of the heaven above."

14. "Why, father, that is poetry!" exclaimed Flora.

15. "No knowing how much poetry our father has in his head," said Otis.

16. "Not much in his head, I think," said Mrs. Robbins; "but a good deal in his heart, perhaps."

17. "But it is poetry," said Flora; and she wrote it out into a verse:

> We will love one another; if all would say so,
> And prove it by actions wherever they go,
> It would make of the earth an Eden of love,
> And give here a foretaste of the heaven above.

"There! is not that poetry, mother?"

18. "So it is," said Mrs. Robbins. "I did not know that father was a poet before."

19. And then they went out to tea, thankful that they were now all together in their "dear, happy home."

20. Our picture shows how Otis's home looks in the summer. He and his father have just

come from the meadow with a load of hay. Freddy is on the load with Otis.

21. Mrs. Robbins is near the house, working among the flowers. Gertrude and Flora are in the house getting supper.

22. There is Flora now. She has just come out on the porch to tell them that supper is ready.

LESSON XXI.

doth	labors	shining	mischief
cell	Satan	account	skillfully
wax	improve	healthful	opening

I WILL NOT BE IDLE.

1. How doth the little busy bee
   Improve each shining hour,
   And gather honey all the day
   From every opening flower!

2. How skillfully she builds her cell,
   How neat she spreads her wax,
   And labors hard to store it well
   With the sweet food she makes!

3. In works of labor or of skill,
   I would be busy, too,
   For Satan finds some mischief still
   For idle hands to do.

4. In books, or work, or healthful play,
Let my first years be past,
That I may give for every day
Some good account at last.

LESSON XXII.

cents	grocer	whether	Ellen
sign	candy	fifteen	thirty
trust	collect	raisins	amount
sugar	failed	received	arranged
coffee	plenty	merchant	customers

THE LITTLE GROCER WHO FAILED.

1. "Mamma, I will play 'I am a man,' and I will be a merchant and keep a grocery store," said Little Henry.

2. When Henry counted his money, he found that he had just fifteen cents.

3. "Not much capital," said his sister Ellen. Ellen was Henry's big sister.

4. "What is capital?" asked Henry.

5. "The money that you have to buy goods with is your capital," said Ellen.

6. But Henry thought that fifteen cents was a large amount of money, and that he could buy almost everything with it.

7. Then he bought of his mother tea and coffee and sugar for his store. After a little while he said, "O, I have forgotten the candy, and the nuts, and the raisins. I must have some of them."

8. When he had finished buying, he found that he did not have money enough to pay for all.

9. Thirty cents was the amount of his bill, but he had only fifteen, and what to do he did not know.

10. "When I sell the goods I can pay you the fifteen cents; will you trust me till then, mother?"

11. His mother did not like to do it; but Henry was so sure that he could pay for them that she said she would.

12. Henry soon arranged his goods and put out his sign —

HENRY'S GROCERY.

His sister Ellen had made the sign for him. "Now for some one to buy," said he.

13. Just then several larger brothers and sisters came home from school, and he had plenty of customers.

14. His goods went off fast, for he sold to every one that wanted, whether they had money to pay or not.

15. It did not take long to sell out, and Henry thought that playing merchant was good sport.

16. But when his mother asked him for the fifteen cents, the balance due her on the goods, Henry was in trouble, for he did not have the money.

17. He had sold all the goods, but he had received only ten cents of his pay for them. He had trusted out all the rest.

18. Henry tried to collect, but times were hard, and his customers had no money. Then

he told them to bring back the goods, but they could not do that, for they had eaten them.

19. "Well," said he, "it is of no use for me to try to pay, for I have not the money, and I can not collect a cent."

20. "Why," said Ellen, "our little grocer has failed!"

21. "Failed? What does that mean?" asked Henry.

22. "It means can not pay," said sister Ellen.

23. "That," said Henry, "is because I did not get my pay when I sold the goods."

24. "Remember that, my son, and when you are a man and keep a real store, pay for what you buy, and do not trust out your goods."

LESSON XXIII.

pigs	thrown	iron	furnace
ore	uncle	troughs	foundry
melts	dinner	piled	exclaimed

PIGS OF IRON.

"Pigs of iron!" exclaimed Alice, "who ever heard of pigs of iron before?"

"I have often heard of them," said Uncle John.

Alice. Are they alive, Uncle John?

Uncle John. O, no, Alice; they are not live pigs, but long pieces of iron.

Alice. What a queer name for them! Where do they get them?

Uncle John. Out of a very hot fire.

Alice. But you told me that iron came out of the ground.

Uncle John. So it does; that is, the ore from which it is made comes out of the ground.

Alice. How do they make iron from ore, Uncle John?

Uncle John. After the ore is dug out of the ground it is taken to the furnace and thrown into a very hot fire. In a little while it melts, and the iron runs into little troughs made in the sand. The iron in each of these little troughs, when cold, is called a "pig."

Alice. I wish I could see some pigs of iron.

Uncle John. To-morrow I will take you where you can see them.

(As soon as dinner was over the next day, Alice put on her hat, went up to her uncle, and said:)

Alice. I am ready, Uncle John.

Uncle John. Let me take your hand in mine, so that you will not get lost, nor tumble down.

Alice. Have we to go far?

Uncle John. No, not far. We shall be there presently. Why, here we are, now! This large building is the foundry, and these long pieces of iron piled higher than your head are — what do you think they are?

Alice. Are they "pigs of iron"?

Uncle John. That is a pretty good guess. You could not do better if you should try again; for that is just what they are. Let us go in and see what they do with them here.

Alice. O, see the rows of boxes on the ground. I wonder what they are for?

Uncle John. What do you see in the boxes?

Alice. They are all full of sand; and see, Uncle,— one, two, three, four, five, six — yes, every one of them has a hole in the sand. Uncle John, what are those holes for?

Uncle John. Keep your eyes open and you will soon see.

Questions.—What are pigs of iron? How are they made? Out of what are they made? Where do people get iron ore? What did Alice see when she got to the foundry? What is a foundry? What did Alice see in one?

LESSON XXIV.

pots	molds	shovels	cast-iron
rod	stream	kettles	flat-irons
clay	owner	cheaply	hundreds
stores	spider	cupola	gentlemen

HOW POTS AND KETTLES ARE MADE.

Alice. Look at those men, away up there by the chimney. What are they doing?

Uncle John. They are throwing the pigs of iron into it.

Alice. Why do those two men hold that kettle by the chimney?

Uncle John. Look at that other man, and see what he does with the rod he has in his hand.

Alice. O my! He has made a hole in the chimney with it, and the fire is all running out and the men are catching it in their kettles.

Uncle John. That stream of fire is melted iron. The kettle is almost full now, and the man will stop the hole he made in the chimney with the clay he has on the end of his rod.

Alice. Why! how quickly the iron stopped running out of the chimney!

Uncle John. The name of the chimney, Alice, is CU'PO-LA. It is the furnace. The fire in it is

so hot that the pigs of iron thrown into it at the top are melted when they reach the bottom.

Alice. See, Uncle John, the men are pouring the iron into those holes in the boxes of sand.

Uncle John. There are some curious holes inside of those boxes, which they are trying to fill up with the iron.

Alice. O, O, see the little shovels and flat-irons that were in the box that the man just turned over!

Uncle John. And there comes a pot, and a spider, and a wheel out of the next box.

Alice. How did they get in there?

Uncle John. The men have made holes or molds in the boxes of sand just the shape of these things. The melted iron fills them, and when it cools the iron is hard, and keeps the shape of the mold.

Alice. Is this the way they make iron into any shape they want it?

Uncle John. This is the way that all cast-iron things are made. Stoves, kettles, pots, and hundreds of other things are made this way, and there is no other way to make them so nicely and cheaply.

Just as Uncle John had told her this the owner of the furnace came up to Alice and

spoke to her, and told her that he would show her around more if she would like it.

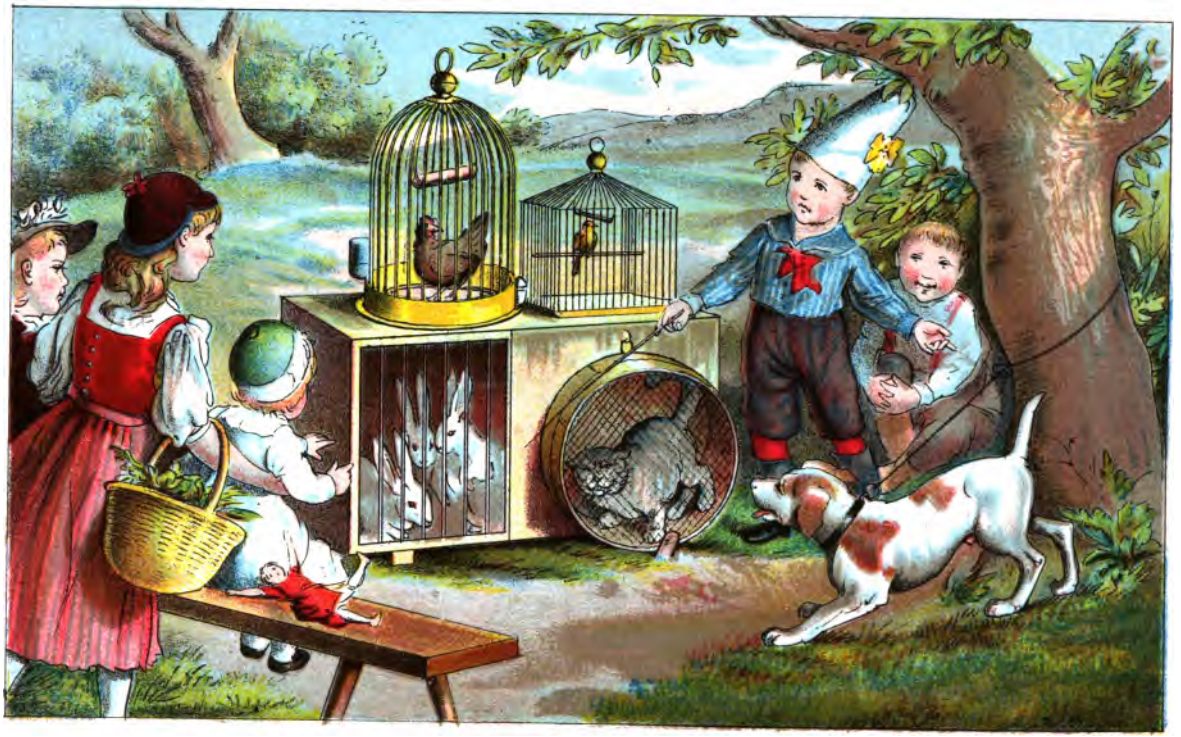
Alice thanked him; and after he had shown her around she said, "You are very kind; I think I shall never forget what I have seen to-day."

"I hope your uncle will bring you here again before long. You would like to see the men make the molds, I think; and there are many other things done here that you would be pleased to learn."

After Alice had again thanked the man, she and Uncle John went home, when she told of all the wonderful things she had seen.

LESSON XXV.

menagerie	Rover	poke	ostrich
beneath	Neddy	appreciate	Ernest
cherry	fidget	grizzly	bantam
exhibition	beast	awful	Africa
admittance	chained	growl	course
ladies	meat	escaped	eagle
safely	kangaroo	fearful	canary
tied	choose	enraged	o'erthrew
elephant	habit	perhaps	rage
meddle	lively	Mabel	attacked



CARL'S MENAGERIE.

1. Here is your grand menagerie,
Beneath the crooked cherry-tree.
The exhibition now begins—
Admittance, only thirteen pins;
And if the pins you can not borrow,
Why, then, I'll trust you till to-morrow.
Ladies, please to walk inside;
The animals are safely tied.

2. This is the elephant on my right;
Don't meddle with him or he'll bite.
(He's Rover, Neddy's dog, you know;
I wish he wouldn't fidget so!
He doesn't think it fun to play
Wild beast, and be chained up all day.)
I'll feed him, pretty soon, with meat;
Though grass is what he ought to eat.

3. In that box are the kangaroos;
Go near and pat them if you choose;
(They're very much like Susie's rabbits,
With just a change of name and habits;)
You'll find them lively as a top;
See, when I poke them, how they hop.
They are not fierce. But now take care,
For we approach the grizzly bear.

4. See her long claws, and only hear
Her awful growl when I go near.
We found her lying on a rug,
And just escaped her fearful hug.

It took some time to get her caged:
She's terrible when she's enraged.
(You think, perhaps, it's Mabel's cat,
But don't you be too sure of that.)

5. Here is the ostrich in her pen,
(It's Ernest's little bantam-hen,)
She came from Africa, of course,
And runs as fast as any horse;
And up above there is a bird
Of whom you all have often heard,—
The eagle; ("That is not," says Mary,
"A pretty name for my canary.")

6. Just at this point, I grieve to say,
The elephant broke quite away,
O'erthrew the grizzly bear in rage,
Upset the eagle in his cage,
Flew at the kangaroos, and then
Attacked the ostrich in her pen.
Thus ended Carl's menagerie,
Beneath the crooked cherry-tree.

From THE NURSERY.

Questions.—What is a menagerie? Give the names of the larger animals mentioned in the above lesson? What can you tell about an elephant? About kangaroos? What do you know about the grizzly bear? Are there any other kinds of bears? What large bird did Carl pretend to have? Where is the ostrich obtained? What can you say of the eagle?

LESSON XXVI.

wealthy	clerk	partner	serving
fortune	commission	sole	mended
support	order	chosen	newspaper
errand	slovenly	slice	appearance

NEAT AND TIDY.

1. A wealthy merchant once told me what was the making of his fortune; and I tell it here, thinking it may be of use to some of you.

2. "My father," said he, "died when I was a little boy, leaving my mother nothing with which to support herself and three small children, of whom I was the eldest.

3. "How mother was able to do it I never knew; but I know that she worked very hard, and often our supper was simply a slice of bread.

4. "But hunger, and the neat way she had of serving our food, always made it taste good.

5. "One day when I was not more than a dozen years old, mother learned from a newspaper that an errand boy was wanted in a commission-house.

6. "It was not necessary for me to wait to have my clothes mended, nor cleaned, for they

were always kept in good order, and I was ready to go at once to see if I could get the place.

7. "My heart beat fast as I turned into the street and made my way to the store. I called up all the courage I could, stepped into the store, and soon found myself in the counting-room with the merchant.

8. "I told him why I had come. He smiled, and told me that there was a boy ahead of me, and now in another room, but that he had not yet engaged him.

9. "He talked with me awhile, and then went out and talked with the other boy. For some reason that I did not then know, he gave the place to me.

10. "At first I was his errand boy; then his clerk; then his partner, till he died, when I became the sole owner of the store. Not till after I had been with him some years did he tell me why I was chosen.

11. "The merchant noticed that the other boy had a slovenly appearance, and that I, though poorly clad, was neat and tidy.

12. "Thus my success, like that of many boys and girls, was due to the care and kindness of a good mother."

LESSON XXVII.

bite	pause	ruin	warning
blink	mouse	boldly	nonsense
floor	cheese	baited	snapped
folks	sneeze	safest	outside
brink	wink	danger	inside
fling	safety	nibble	headlong

THEY DIDN'T THINK.

1. Once a trap was baited
   With a piece of cheese;
   It tickled so a little mouse
   It almost made him sneeze.
   An old rat said, "There's danger,
   Be careful where you go!"
   "Nonsense," said the other,
   "I don't think you know."

2. So he walked in boldly—
   Nobody in sight;
   First he took a nibble,
   Then he took a bite;
   Close the trap together
   Snapped as quick as wink,
   Catching mousey fast there,
   'Cause he didn't think.

3. Once there was a robin
   Lived outside the door,
   Who wanted to go inside
   And hop upon the floor.

"O, no!" said the mother,
"You must stay with me;
Little birds are safest
Sitting in a tree."

4. "I don't care," said robin,
And gave his tail a fling,
"I don't think the old folks
Know quite everything."
Down he flew — puss seized him,
Before he'd time to blink,
"O," he cried, "I'm sorry,
But I didn't think."

5. Now, my little children,
You who read this song,
Don't you see what trouble
Comes of thinking wrong?
And can't you take a warning
From their dreadful fate,
Who began their thinking
When it was too late?

6. Don't think there's always safety
Where no danger shows,
Don't suppose you know more
Than anybody knows;
But when you're warned of ruin,
Pause upon the brink,
And don't go under headlong,
"'Cause you didn't think."

PHŒBE CARY.

LESSON XXVIII.

Phœbe	spirit	tumbler	posies
Cary	deeds	fields	blossom
loving	Molly	daily	useless
harsh	cheer	gladden	sadden

IT IS NOT MUCH.

1. When Phœbe Cary was a little girl, she had as kind and loving a heart as when she became a woman and wrote verses, which gladden the old and young alike.

2. "Aunt Molly," as every one called her, was a poor old woman, who for a long time had lain on her bed, suffering great pain.

3. Many a time had Phœbe shown her lovely spirit by acts of kindness to her sick neighbor.

4. "Mother," said she one day, "have you nothing I can carry to poor Aunt Molly, to-day?"

5. "I wish I had something; but I do not know what I have that would do her any good. Can you think of anything, Phœbe?"

6. "I can think of nothing unless it be a little flower. I will take her a sweet-pea."

7. Now Phœbe had a sweet-pea which she had

planted under the window, and as it grew, both mother and child enjoyed it very much.

8. Phœbe picked one of its sweet little blossoms and ran down the lane to Aunt Melly's cottage, and gave it to her.

9. That afternoon a lady called and took notice of the pea blossom, which was in an old broken tumbler near the head of her bed. It was the only blossom in the room.

10. "That flower," said Aunt Molly, and she looked up with a grateful smile on her face, "was brought to me this morning by a little girl, who said it was all that she had to bring.

11. "It is not much, but it is worth a great deal to me; for it brings before me green fields and posies, and makes me think of the time when I was young, and of the flowers I used to gather.

12. "It tells me that some one is thinking of me, and wants to do me kindness. It is so pleasant to know that some one loves you and cares for you!

13. "It makes me think also of God, who made the sweet flowers, and who gave this child her loving heart; and it causes me to feel that He, too, loves and cares for me, though I am poor, and old, and useless."

14. Tears came into the lady's eyes as Aunt

Molly said this. She made no reply; but she thought,

"How little deeds of kindness,
Which all might daily do,
Would make life's dark way brighter,
And cheer our journey through."

15. Then let the kind act gladden
Thy brother while it may;
Let not the harsh word sadden;
With kindness cheer life's way.

LESSON XXIX.

airy	petals	swear	traced
gaudy	gaze	rob	chased
butterfly	disclose	zeal	shoulders
perch	caught	warning	watched
speak	sought	plainly	opening
print	spread	wondering	hunted

WHAT WOULD YOU THINK?

1. When walking out some summer day,
What if a little bird should call,
And on your shoulders perch and say,
"Speak well of all, or not at all!"
What would you think?

2. What if you chased and caught for fun,
An airy, gaudy butterfly,
And on its wings, there in the sun,
You plainly saw the words, "Don't lie!"
What would you think?

3. What if you watched an opening rose
Spread all its petals to the air,
And, to your wondering gaze, disclose
Two little warning words, "Don't swear!"
What would you think?

4. What if you sought to rob the birds,
And hunted for their nests with zeal,
But found each egg traced o'er with words
As plain as print, "Don't steal, Don't steal!"
What would you think?

LESSON XXX.

Rowley	bonnet	elder	gravel
torn	caution	stuff	ridiculous
toward	weak	foolish	admire
courage	noblest	manliness	exposed
gentlemanly	peril	truth	reproach

A GENTLE MAN.

1. "Be very gentle with her, my son," said Mrs. Rowley, as she tied on her little girl's bonnet, and sent her out to play with her elder brother.

2. They had not been out long before a cry was heard, and presently Albert came in and threw down his hat. "I hate playing with girls!" said he; "they cry for nothing."

3. "What have you been doing to your sister? I see she is lying on the gravel walk, crying; and her dress is torn. I am afraid you forgot my caution to be gentle."

4. "Gentle! Boys can't be gentle. It is their nature to be rough. They are the stuff soldiers and sailors are made of.

5. "It is all well enough to talk of a gentle girl, but a gentle boy — why, it sounds ridicu-

lous! If a fellow should call me a gentle boy, I should feel as if he meant to insult me."

6. "And yet, my son, if in a few years from now any one should say that you were not a gentle man, you would feel just as angry."

7. "A gentle man,—a gen'tle-man. I never thought of making the word up that way before. I always thought to be gentle was to be weak and foolish."

8. "That is far from being so. You will find that the bravest men in times of greatest danger are very kind and gentle.

9. "True bravery, which you seem to admire, is the noblest courage and the utmost gentleness combined. But perhaps you would rather be called a manly boy than a gentle one."

10. "Yes, indeed, mother."

11. "Well, my son, it is my great wish that you should be manly. True manliness is another name for gentle-man-li-ness. If you would be gentlemanly, you must be both manly and gentle.

12. "When you are exposed to danger, or see others in peril, show yourself manly. Be manly when called on to speak the truth, even if the truth should bring you into reproach.

13. "At the same time be gentle; be gentle and kind toward all persons; let kindness always

be shown to every creature God hath made; and then, perhaps, you will deserve the name that few persons dislike to own."

14. "I see what you mean, mother," said Albert, "and I will try to be what you wish me to be — a gentle, manly boy."

LESSON XXXI.

Ford	ankle	sprained	favorite
agreed	picnic	July	intend
Lewis	kitchen	frightened	welcome
harm	worry	pillows	mile

JULIA FORD.

1. "She must not step on her foot for a long time," said the doctor to Mrs. Ford, after he had bound up the little girl's ankle.

2. Julia Ford had sprained it on that very day while playing at school, where she was a favorite with all the children.

3. They were very sorry for her, and every day some of them would go and see her, and take her books and flowers and other nice things.

4. Before leaving they would be sure to tell

all about the school; and if they had any other news, they would tell that, too.

5. When it was agreed to have a picnic down by the pond on the Fourth of July, how glad they were, and how sorry that Julia could not go to it; but they told her all about it.

6. There was one little fellow, Frank Lewis, who was in the same class with Julia. He said nothing to her about the picnic, though he had a plan for the Fourth that he meant to carry out.

7. The first day of July, after telling her about the school, and hoping that she would be back in the class soon, Frank bade her good morning, and then went into the kitchen to see Mrs. Ford.

8. Mrs. Ford was busy, and did not notice when he came in. "Good morning, Mrs. Ford," said Frank.

9. "Why, Frank Lewis, is that you? I did not know you were here. You almost frightened me. But you are very welcome."

10. "Did I? I did not intend to frighten you."

11. "O, it is no matter. I am always glad to see you."

12. "Mrs. Ford"—and Frank stopped.

13. "Well child?"

14. "I suppose Julia could not go to the picnic, could she?"

15. "Poor child! no, I am afraid not."

16. "She sits up all the time, does she not?"

17. "Yes; but she can not step on her foot yet, and the doctor says it must be kept as quiet as though she were in bed."

18. "Could she not be taken in a wagon, if it went very slowly? She could keep her foot as still there as she could here."

19. "Perhaps she could; but I am afraid some harm would come to her. I can not go with her, and I would worry about her; and besides, our wagon is broken."

20. "But I have a little wagon. I had it made on purpose to draw her to the picnic. I made part of it myself, and it is a very easy one to ride in.

21. "You can put pillows in it, and make it as soft as a bed. If I promise to take care of her myself, will you let her go?"

22. "Well, Frank Lewis, if you are not the kindest of boys! I do not know as it would hurt her, and she would like so much to go. You will be very careful of her, I know; but" ——

23. "O, I will be so careful — just as careful of her as you would be," said Frank, eagerly.

24. "But you are only a little boy, and you could not draw her there. It is more than a mile. Your body is not half so large as your heart, Frank."

25. "Three of the boys will help me. I asked them, and they said they would if you would let her go."

26. "Well, Frank, if she is no worse, and it is a pleasant day, she may go."

LESSON XXXII.

heroic	boomed	cannon	vineyard
merrily	village	church	risk
blushing	guilty	twisting	plum-cake
frosted	Boston	meeting-house	wreaths
oak-leaves	barrels	lemonade	pink
wistful	flushed	reins	willow
overflowing	mossy	queen	unexpected
chatted	timid	twice	roared

GOING TO THE PICNIC.

1. Bright and clear rose the sun on the morning of the Fourth of July. Heavy and heroic boomed the one old cannon from Vineyard Hill.

2. Merrily rang the bell of the village church, and with its first peals Frank bounded over the fields toward Julia Ford's. Mrs. Ford was at the well, drawing water.

3. "Yes, or no?" shouted he, as soon as he was within hearing. Mrs. Ford smiled so pleasantly and cheerfully, that he knew Julia was to go before she answered.

4. "Well, I think I shall run the risk, if you will take good care of her."

5. "Thank you," cried Frank; "does she know?"

6. "No; I thought you ought to have the pleasure of telling her."

7. He clapped his hands and hurried into the little girl's room.

8. "Frank, I wish you a happy Fourth of July," said Julia, trying to be gay.

9. Do not I wish you one too? We will have such a splendid time! Do you wish me to tell you all about it?"

10. "Yes, Frank; you have never told me a word."

11. "We intend to go to Pleasant Pond, and it is to be a children's picnic. There will be big folks there; but we shall have our say. There will be bushels of candy and plum-cake and frosted

cake; and one of the frosted cakes has a great meeting-house on it. That came from Boston.

12. "And there will be nuts, and oranges; and all the girls will wear wreaths on their heads, and the boys will have oak-leaves on their hats, — here is mine; and O, there will be barrels of lemonade, and we will play foot-ball, and swing."

13. He stopped, fairly out of breath. Something came into Julia's wistful blue eyes, and Frank could wait no longer, but exclaimed, "O Julia, you are going too!"

14. "W-h-a-t!" cried Julia, in a tone almost as loud.

15. "You are going! Your mother said so! We will draw you in a little wagon!"

16. In due time the wagon and its four happy "horses" drove up to the house in grand style. Mrs. Ford brought Julia out, and placed her on the little seat.

17. Julia was so much better that she did not have to lie down. She looked very pretty in her loose pink dress, with her long hair and little straw hat, and her cheeks flushed with pleasure.

18. Frank placed the reins in her hand, and gave her a long willow rod for a whip, and told her to use it whenever the horses did not go fast enough.

19. After Mrs. Ford had again told them that she must not step her foot on the ground, they started.

20. It was more than a mile, up hill and down, to Pleasant Pond; but happy hearts make nimble feet, and they were soon there.

21. "Julia Ford has come! Julia Ford has come!" rang from one end of the grove to the other; for Julia was a general favorite.

22. They had all felt very sorry for her because they thought she would have to stay at home, and now the pleasure was all the greater for being unexpected.

23. I cannot tell you how every moment of that long summer day was full to overflowing with delight; how Julia sat in her mossy seat, like a queen on her throne; how the children gathered around her when tired of playing, and sometimes when they were not tired, and chatted to their hearts' content.

24. All the fathers and mothers spoke to her so kindly, drawn by the sweet little face that looked so happy, and grateful, and timid. The nicest cake and candy, and oranges, were heaped upon her, twice as much as she could eat; and Julia quite forgot that she was lame.

25. But the happiest one in all that group was Frank Lewis. He fully realized the luxury of the happiness that comes from making others happy.

LESSON XXXIII.

Ruth	New-year's	peace	smooth
Olive	olive-branch	ease	strife
Ella	good-will	holy	settles
Eliza	precious	calm	purest
glide	grating	gold	lives
dove	forgiving	vein	worldly
breast	everlasting	spell	meaning

THE WONDERFUL WORD.

[If preferred, one of the children may recite the first verse. The five girls should recite the second verse, and also the last. As each repeats her verse, she should place the letter on the frame or blackboard so as to spell the word LOVE.]

TEACHER.

There is one word, my little friends,
  Which, if we'd all remember,
Would make our days glide gaily by,
  From New-year's to December.

CHILDREN.

Four letters only make the word;
  Let's try if we can learn
The deep, broad meaning of the whole,
  By studying each in turn.

RUTH.

L is the first one; that's the leaf
  Brought by the gentle dove,

SANTA CLARA COU... TEACHERS' LIBRARY

The precious olive-branch of peace
From the green fields above.

OLIVE.

O stands for oil, the fragrant oil
Of kindness and good-will,
Which makes the grating wheels of life
Glide ever smooth and still.

ELLA.

V is a vein of purest gold,
That runs through every life,
That, poor or rich in worldly good,
Is free from hate and strife.

ELIZA.

And E the everlasting ease,
The pure and happy rest,
That settles like a holy calm
In each forgiving breast

ALL.

L-O-V-E—a little word,
Oft spoken, here we spell;
O, may our hearts its meaning know,
Our lives its meaning tell.

TEACHER.

O, give us love within the home,
Wherever else denied,
'Twill make our days, though spent in toil,
In peace and pleasure glide.

LESSON XXXIV.

instrument	Thomas	nature	beauties
mistaken	seventy	photographed	prayer
Matthew	heaven	hallowed	kingdom
debts	debtors	temptation	deliver
understand	power	amen	vinegar
snakes	microscope	unlock	hidden
creation	reveals	wisdom	mysteries

THE GLASS EYE.

1. *Mr. Root.* My son, let me show you a curious little instrument which I brought home last night.

2. *Thomas.* What is it, father, and for what is it used?

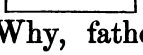
3. *Mr. R.* It is a kind of eye, in fact, it is a glass eye, and it is used to see with.

4. *Thomas.* I do not understand how anybody can see with a glass eye.

5. *Mr. R.* No one can see with a glass eye, but by the aid of this one, we can see many things that could not be seen without it.

6. *Thomas.* But how is it that we can see so much more when we look through the glass eye?

7. *Mr. R.* How it is, I will not explain to you now. I will simply show you what it can do, and then I think you will say it is something very

wonderful. Here is a piece of glass. Will you read the words that are on it? 

8. *Thomas.* Read the words? Why, father, there are no words on it. There is nothing here but a black spot, not half so large as the head of a pin.

9. *Mr. R.* Can you not see words in that little black spot?

10. *Thomas.* No, sir; and I do not think any one can, for there are no words there to see.

11. *Mr. R.* You are mistaken, my son. In that little spot there are no less than seventy words, and these words have two hundred and sixty-eight letters.

12. *Thomas.* Why, father!

13. *Mr. R.* I do not wonder that you think this can not be so. But let us see what this glass eye will show. Now look, and tell me what you see.

14. *Thomas.* O, how wonderful! It is the Lord's Prayer, the whole of it; and it is just as plain as can be.

15. *Mr. R.* Then there are words on the glass?

16. *Thomas.* Yes, sir; how were they made so small, father?

17. *Mr. R.* They were photographed on the glass. Will you read them, Thomas?

18. *Thomas* reads:

THE
LORD'S PRAYER.
Matthew 6 : 9–13.
Our Father which art in
heaven, hallowed be thy name;
thy kingdom come; thy will be done
in earth as it is in heaven. Give us this day
our daily bread; and forgive us our debts as we for-
give our debtors; and lead us not into temp-
tation, but deliver us from evil; for
thine is the kingdom, and
the power, and the
glory, for ever.
Amen.

19. *Mr. R.* Here is a glass of vinegar. Do you see anything in the vinegar?

20. *Thomas.* No, sir.

21. *Mr. R.* If I should tell you that there were thousands of animals swimming about in it, what would you think?

22. *Thomas.* I would think it very wonderful. But, father, are there animals swimming about in this tumbler of vinegar?

23. *Mr. R.* I will put a drop of it on this plate of glass. Now you may look at it through this glass eye.

24. *Thomas.* O, what a sight! I see many

creatures in it, and some of them look like little snakes. What a wonderful instrument it is! What is it called, father?

25. *Mr. R.* It is called a microscope. It unlocks many of the hidden mysteries of creation, and reveals in the little things the wisdom and power and glory of God.

LESSON XXXV.

delight	buttercups	cowslip	daisy
daisies	primrose	twine	warmth
fresh	beside	bright	delight
wreath	ourselves	doth	merrily

SPRING HAS COME.

FLORA.

I'm very glad the Spring has come;
The sun shines out so bright,
And little birds upon the trees
Are singing with delight.

FRANK.

The young grass looks so fresh and green;
The lambs do skip and play,
And I can jump and run about
As merrily as they.

FLORENCE.

I like to see the daisies white,
And the buttercups once more;
The primrose and the cowslip too,
And every pretty flower.

FLORA AND FRANK.

We'll make a wreath of flowers
And twine it round your head.
We'll put the daisy in it
Beside the primrose red.

ALL.

How glad we are that Spring has come!
What joy its warmth doth bring;
And all things seem just like ourselves,
So glad to see the Spring!

LESSON XXXVI.

minute	alley	urged	breath
prize	afternoon	hurried	somehow
breakfast	usual	bridge	used

ONE BAD HABIT.

1. "There is plenty of time," Thomas Jones used to say; but somehow he never seemed to have enough of it.

2. Thomas was always in a hurry, and yet he did not do much. Why? Because he had one bad habit.

3. Some boys think that one bad habit does not matter much. This is quite a mistake.

4. Thomas was not a bad boy; but his one bad habit did him a great deal of harm.

5. "There is plenty of time yet," he used to say when urged to do things at once; and he would put off the work till the last minute.

6. Thomas was quick to learn, and he had a good memory, but he was never at the head of his class.

7. He was generally late at school. "I mean to be at school in time this morning," he would often say, and yet he would be far away from the school-house when the last bell rang.

8. "If I am at school early, and get all my lessons this week, I know I shall get the prize," said he to his mother one night.

9. "Then, my son, I hope you will begin at once to be on time."

10. "Will you call me early to-morrow morning, mother? Call me half an hour earlier than usual," he said to her as he went to bed.

11. But when called the next morning he did not get up. "Get up at once, or you will be late and lose the prize," said his mother, after waiting awhile.

12. "Yes, mother." But he only turned over in bed. "There will be time enough," he said to himself. "It will not take me long to eat breakfast."

13. "Only twenty minutes to nine!" called his mother.

14. Then Thomas jumped out of bed, and hurried on his clothes, and hurried down stairs, and hurried through his breakfast, and hurried off to school.

15. How he ran! Up one street, down another, across the square, through the alley, over the bridge.

16. But it was of no use. The bell was

through ringing, the door was closed, and Thomas was in sight of the school-house, not in it.

17. Out of breath, tired and angry, he sat down and cried. But that did no good.

18. "Well," said he, after awhile, "I will be early this afternoon." Was he? No. His habit was his master. All through life he was "a little too late" to be of use to himself or any one else.

19. Thomas was smart enough; but he was a "nobody," just because of this one bad habit. Who wants to be, like Thomas, a nobody?

LESSON XXXVII.

Florence	Santa Claus	hung	hereafter
hushed	Christmas	knot	daughter
dried	parlor	exactly	twisted

MAKING PICTURES.

1. Of all things Florence is most fond of looking at pictures. Her mother has amused her in that way ever since she was a year old.

2. Many a cry has been hushed, many a tear dried on her round pink cheeks by the well worn

picture-books which Santa Claus and Aunt Julia had given her on Christmas and birthdays.

3. One of those long rainy afternoons, in which it is so hard for children to feel cheerful, she pouted because she was called in from the damp back porch.

4. "Come, Florence," said her mother, "we have not looked at your last picture-book for some time."

5. They found something to say about each picture, and when the last page was turned, the little girl said, with a sigh:

6. *Florence.* O, I do wish I could make pictures. It seems to me I would make so many pretty ones, and I would paint them in such pretty bright colors, and hang them all around the parlor and sitting-room.

7. *Mother.* You have made a great many pictures, my daughter.

8. *F.* Why, mother, what can you mean? I never even tried to make one.

9. *M.* Yes, you have, and I have a number of them hung up.

10. *F.* O, you mean those funny things on the slate?

11. *M.* No; those I speak of were drawn on something which will not rub off so easily. Some

of them I think so much of, that I expect to keep them where they are hung as long as I live, but a few of them I would like to have rubbed out, and never to have any more like them.

12. *F.* Why, mother, you talk so strange. I cannot think what you mean. Where have you hung them?

13. *M.* I have a picture-room.

14. *F.* Is it in this house?

15. *M.* Yes.

16. *F.* Do, mother, let me see them.

17. *M.* I can not show them to you, for they are shut up in such a way that no one can see them but myself; but I can tell you exactly how they look.

18. *F.* And I, your little Florence, drew them?

19. *M.* Yes.

20. *F.* How long ago?

21. *M.* Some were made when you were a baby, and all through your life up to this very day you have made pictures.

22. *F.* Are they pretty?

23. *M.* Some of them.

24. *F.* And some ugly?

25. *M.* Not so pretty as others.

26. *F.* What makes you keep the ugly ones?

27. *M.* I can not help it very well. When I

once look at them they are hung up, but I do try to forget them, and hope I will, as you get older, and learn to draw only pleasant ones.

28. *F.* Mother, I do not think you ought to tease me so, by not showing my own pictures to me.

29. *M.* I really can not show them to you, but as I said, I will tell you everything I can about them.

30. *F.* When did I draw the last one?

31. *M.* About an hour ago.

32. *F.* Why, mother, how could I have done it? I have not had a pencil in my hand to-day.

33. *M.* You did it when I called you in from the porch.

34. *F.* How did it look?

35. *M.* It was the picture of my little girl's face, all twisted and drawn up in a knot, looking very much like that dark cloud we see from the window; one of the kind which I said I did not like to hang up in my memory-room.

36. *F.* I know what you mean now. Please take those ugly pictures down, and I will try hereafter to make only pleasant ones for your "memory's picture-room."

LESSON XXXVIII.

bursts	spreads	millions	fire-fiend
streaming	consumed	dollars	leaped
risked	October	destruction	fury
distress	length	realized	orphans
anguish	destroyed	penniless	childless
cities	hundred	desolate	merciless

FIRE! FIRE! FIRE!

1. Fire! fire! fire! See the angry flames bursting from the windows, darting from the roof!

2. The engines are there. See the water streaming from the hose, but the fire grows hotter and hotter.

3. Is there any one in the burning house? Hark! What is that? It is a scream. Some one is in the house. It is a child!

4. "O my child! my child!" screams the mother. "Who will save my child?"

5. A ladder is raised to the upper window. A bold man climbs it. Now he is almost to the window. Now he bursts it in and jumps into the room.

6. The child is on the bed. He snatches it up and is at the window again. Will he ever

get out? The smoke chokes him. The flames almost reach him.

7. How the people strain their eyes to see him. There! Now they see him with the child. He is safe on the ladder! He is safe on the ground! How the men cheer him!

8. The poor mother rushes for her child. How she presses it to her bosom! "O my child, my child! Thank God, you are safe!"

9. How the men press around the noble man who risked his own life to save the child!

10. How happy he must be! Every one will love him, and joy will spring up in his own bosom for the good deed he has done.

11. What a terrible thing is a fire! If the burning of one house causes so great distress, what must be the anguish caused by the burning of many at the same time!

12. In villages and cities, where the houses are close together, the burning of one often sets fire to many others, and sometimes the fire spreads till the town is mostly consumed.

13. The largest fire ever known took place in Chicago, October 9th, 1871. The ground burned over was four miles in length by more than half a mile wide.

14. The value of the property destroyed by

it was about two hundred millions of dollars; a destruction far too great to be fully realized by any one.

15. Tens of thousands of men, women and children were made homeless and penniless by the fire-fiend, as it laughed and leaped from block to block in its march of merciless fury.

16. Many families were made desolate; children were made orphans, and parents childless in those terrible hours.

17. How sad, how very sad it must have been for the mothers there, who, like the one shown in the picture, cried in greatest anguish, "My child! O my child!" and there was none to help.

LESSON XXXIX.

staid	jokes	interfere	rhyme
crack	cheer	hark	view
speech	laugh	whene'er	good-night

A LITTLE BOY'S SPEECH.

1. I've staid here watching all the folks,
And heard the big boys crack their jokes;
I've seen you laugh, and heard you cheer,
And did not wish to interfere;

But I did want them to get through,
And let me do my talking, too.

2. I hope you like what you have heard;
I did not hark to every word,
For I was thinking all the time
How I should say my little rhyme.

"Whene'er a task is set for you,
Don't idly sit and view it,
Nor be content to wish it done,
Begin at once and do it."

This little rhyme I think is right;
I hope you think so, too. Good-night.

LESSON XL.

angel	Bridget	kisses	monotonous
cheerful	lighten	believed	incident
duties	lonely	daughter	remembers

LIGHTENING LOADS.

1. "Now, if that is not the most beautiful girl I ever saw; I do believe she is almost an angel.

2. "When she asked me how my poor, old, lame back was, just now, she spoke as if she believed I had a living soul in my body."

3. And Bridget, whose life was so monotonous, with only the daily round of work the year through, went about her duties with a lighter face and happier heart.

4. "It was such a little thing, mother," said Julia, the only daughter of the house, "which Olive said to Bridget, and yet it will last her all day."

5. As Julia bent over the painting which she was making, her thoughts were very busily at work; for this little incident had set her thinking about what she could do to lighten the loads, and brighten the lives, of others.

6. "I do not believe father knows how much I love him," she said to herself; "for I never begin to tell him all that is in my heart. I will try to show it more while I may."

7. "That little verse is so sweet,—

O friends, I pray to-night,
Keep not your kisses for my dead, cold brow;
The way is lonely, let me feel them now.

8. "Then there is mother. I will do what I can for her. If I were always 'a cheerful giver,' I know I could make her cares far less, and take a load off from her.

9. "And there is old 'Aunt Mary,' too. A

little bit of sunshine on her wall in the shape of a picture would, I am sure, make her life brighter; it will show her that somebody remembers her, and cares for her.

10. "Loving smiles, and words, and acts will carry sunshine wherever they go; and mother says, the pleasure of doing good is the only one that does not wear out. I will try it."

LESSON XLI.

miss	spoil	terrible	confined
stare	punish	schooling	scratching
gun	Mosely	Betsey	tormented
nurse	fishing	column	house-maid
ugly	bubbles	meanings	gratification

THE IDLE BOY.

1. O dear me! What a trouble it is to go to school and learn lessons!

2. Here I have one, two — no, not two, but a whole column and a half of words, with meanings, to commit to memory.

3. I wish words had no meanings. But I suppose I must learn them. P-r-i-s pris, o-n on, prison — a place where people are confined.

4. Why could they not say school at once?

That is a prison, I am sure. Well, what comes next? P-u-n pun, i-s-h ish, punish.

5. I know the meaning of that word without the book; everybody in our house is so fond of using it.

6. "Master Charles," says the cross old nurse, "if you spoil your clothes in that manner I shall ask your father to punish you."

7. "Master Charles," cries Betsey, the housemaid, "you deserve punishing for scratching my chairs and tables." They are not your chairs and tables, Miss Betsey.

8. O this ugly lesson! I never shall get it. P-l-e-a-s pleas, u-r-e ure, pleasure — gratification of mind.

9. Now I know that pleasure means swinging on gates, eating candy, blowing bubbles, and having nothing to do.

10. Mosely Robbins would say that pleasure means to work in the garden, or to run on errands for his mother, or to read a new book, or do something of the kind.

11. But I hate reading; and as for work, I never will work for a living, and if folks want any waiting on, why let them wait on themselves.

12. I do not see what good it will do me to learn lessons; I hate books. When I am a

man I will never open a book; nor will I have a book or a paper in my house.

13. My children shall not be tormented with lessons as I am. No, I will never make them go to school. Schooling is of no use. I do not see what good it does any one.

14. When I am a man — let me see, what will I do? O, I know. I will have a dog and a gun, and I will shoot birds and squirrels, and I will go fishing.

15. I will have a horse, too; a black horse — no, it shall be a gray one, with a long tail, and I will ride up and down the street all day. How it will make the boys stare! O, I wish I was a man now; but dear me, I must study this terrible lesson.

LESSON XLII.

thumbed	sufficient	grave	resolution
dog-eared	whatsoever	different	woe
choicest	idleness	honorable	soweth
error	marbles	remedy	inform

THE IDLE BOY BECOMES A MAN.

1. Well, here I am a man; and what a fine man I am, to be sure! Just look at me and my house; this is the place I call home!

2. What a foolish fellow I was when a boy. I would not study my books, and I took more pains to forget my lessons than I did to learn them.

3. I was always at the foot of my class, and my book was thumbed and dog-eared. But I

did not care. What a dunce I was! I see it now.

4. "Do, Thomas, learn your lessons," said my father, "or you will be fit for nothing when you are a man."

5. "Do, Thomas, give your mind to your books, or I shall be ashamed to own you for a son," said my mother.

6. But, no; I must give my mind to whipping tops and playing marbles. I thought father and mother and the teacher did not know what was best for me.

7. I thought I knew better than they how to make a man of myself. What a man I have made! I am fit for nothing, and I have brought my poor father and mother sorrowing to the grave.

8. There was Mosely Robbins; "Little Mosely," as we called him. He liked play well enough, but how he did study! I could learn a lesson sooner than he could.

9. Well, what is Mosely now? He is a man. So am I,—no, I am not a man. What am I? Where is the boy who would wish to become like me?

10. I am nobody but Tom—"Old Tom." I have no home, no friends, no money. This is not a home; but it is all the home I have.

11. How different it is with Mosely. People never call him "Old Mose." It is always Mr. Robbins. His friends are among the learned and honorable of the land.

12. Mr. Robbins is rich. He has a large farm and the choicest kinds of stock; and his buildings are neat and in good order. Everything is pleasant about his house.

13. I see my error now; but it is too late to remedy it. I have no time to read and inform myself. I must work for my bread, day by day; and if I had the time, I have not sufficient resolution to overcome my habits.

14. Ah, woe is me for having been so foolish! This is the fruit of my idleness when a boy. "Whatsoever a man soweth, that shall he also reap."

LESSON XLIII.

peep	wings	stronger	limbs
rest	flies	longer	birdie

WHAT THE BIRDIE AND THE BABY SAY.

1. What does little birdie say,
   In her nest at peep of day?
   Let me fly, says little birdie,—
   Mother, let me fly away.

2. Birdie, rest a little longer,
   Till the little wings are stronger;
   And she rests a little longer,
   Then she flies away.

3. What does little baby say,
   In her bed at peep of day?
   Baby says, like little birdie
   Mother, let me fly away.

4. Baby, sleep a little longer,
Till the little limbs are stronger;
If she sleeps a little longer,
Baby, too, shall fly away.

TENNYSON.

LESSON XLIV.

persons	carries	workmanship	impure
arranged	breathe	excludes	purify
stretch	lungs	ceiling	destroying
liquid	fibers	particles	blood
sucks	horny	otherwise	manifold
nevertheless	threads	decay	contact.

THE HOUSE-FLY.

1. In warm weather, flies may be seen in great numbers in nearly every house; yet few persons have ever noticed what beautiful and wonderful creatures they are.

2. The microscope tells us that the two big eyes of the fly are not single ones, but that each is made up of many little ones.

3. The fly can not roll its eyes as we can ours, but the little eyes are so arranged that they can see all ways at the same time.

4. The fly has a trunk; not such as is used to put clothes in, but one somewhat like the

trunk of an elephant. This trunk it can make longer or shorter at will.

5. The fly has a short neck, so short that it can not put its head to the floor or table to eat, but it can stretch out its trunk till it is long enough to pick up its food.

6. It takes its food in a liquid state. Its trunk is a tube, and it sucks up its food through this tube, as a pump draws up water.

7. When the food is solid it is dissolved by a liquid which it carries in its trunk.

8. The fly does not breathe through its mouth or nose, as we do, nor does it have lungs like ours.

9. All along its sides it has little breathing holes. These are covered with a network of fibers to keep out the dust.

10. The wings are made of little horny threads, covered with a thin skin or membrane. These horny threads are tubes filled with air.

11. Under each wing the fly has a thread-like balance, which he uses as a boy uses his arms when he walks a fence. Some think these balances are its ears.

12. The foot is a very curious piece of workmanship. It has a hair-like cushion on the bottom, which presses out and excludes the air when the fly puts it down.

13. This enables the fly to fasten itself to the wall or ceiling, and walk as if on the floor or table.

14. The fly is not a great favorite, but it is, nevertheless, a very useful little creature. It has at least two ways of doing us good.

15. Without pure air no one can be really well. Flies help to keep the air pure, by picking up and eating many particles of matter that would otherwise decay and make it impure; and they also help to purify the air that is already bad.

16. In the Bat story in MODEL SECOND READER, I told you that bats were useful in destroying insects, and that they often caught them under their wings while flying.

17. Some insects are very small, so small that the eye can not see them, and they float in the air like particles of dust. These little insects, or plants, as some call them, the fly catches and eats.

18. Where everything is kept clean, and where the air smells sweet, there are not many of them floating about; but in dirty, bad smelling places a great many of them are found.

19. When we breathe such air, these little insects are taken into the lungs, and many of

them stay there, while some get into the blood and are carried to all parts of the body. Is it any wonder that people living in such places are sickly?

20. How do you suppose the fly gets these little things out of the air? When flying about it comes in contact with them, and they stick to it as dust sticks to your finger when it is wet.

21. The fly stops and picks them off with its trunk and eats them, and then it starts off for more, which it catches and eats in the same way.

22. Thus you see that the fly, even, is of use to man. God has made nothing in vain. Let this lesson show you his goodness as well as his wisdom, in making the beautiful and wonderful fly.

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23. He prayeth best, who loveth well
All things both great and small,
For the dear Lord who loveth us,
He made and loveth all.

24. O Lord, how manifold are thy works! In wisdom hast thou made them all; the earth is full of thy riches.

LESSON XLV.

brown	music	heard	heard
feathers	melody	people	Gracie

THE LITTLE BIRD.

1 A little bird with feathers brown
Sat singing on a tree:
The song was very soft and low,
But sweet as it could be.

2 And all the people passing by
Looked up to see the bird
That made the sweetest melody
That ever they had heard.

3 But all the boys were looked in vain,
The birdie was so small,
And with a modest, dark-brown coat,
He made no show at all.

4 "Why, papa," then Grace said,
"Where can the birdie be
If I could sing a song like that
I'd sit where all could see."

5 "I know my little girl," said
A voice from the bird,
And so he sang more like the rest,
Not to be seen or heard."

LESSON XLV.

brown	modest	heard	heard
feathers	melody	people	Gracie

THE LITTLE BIRD.

1. A little bird with feathers brown
   Sat singing on a tree;
   The song was very soft and low,
   But sweet as it could be.

2. And all the people passing by
   Looked up to see the bird
   That made the sweetest melody
   That ever they had heard.

3. But all the bright eyes looked in vain,
   For birdie was so small;
   And with a modest, dark-brown coat,
   He made no show at all.

4. "Why, papa!" little Gracie said,
   "Where can the birdie be?
   If I could sing a song like that
   I'd sit where folks could see."

5. "I hope my little girl will learn
   A lesson from the bird,
   And try to do what good she can,
   Not to be seen or heard."

1
2
3
4
5
6
7
8
9

LESSON XLVI.

Watson	Cora	muscles	difference
Burton	flesh	poodle	narrower
Jessie	packs	fourteen	carnivorous
Woodruff	twelve	doubt	Newfoundland

MISS STANLEY'S MORNING TALK ABOUT ANIMALS.

[Page 136.—1, Greyhound; 2, Esquimau Dog; 3, Pointer; 4, Shepherd Dog; 5, Newfoundland Dog; 6, Poodle; 7, Rat Terrier; 8, Bull Dog; 9, King Charles Spaniel.]

1. "Well, I declare, neighbor Watson, there are almost as many dogs going into that schoolhouse as there are children."

2. "I wonder what is going on there this morning; something, no. doubt, that will please the little folks," said Mr. Watson.

3. "I am sure of that," replied Mr. Rowley; "for all of the children go right into the house; not one stops to play about the door."

4. "I see that my boy is there with his dog, and he is riding him into the house!"

5. "And there is my Jessie, too, with her poodle. About all the dogs in the neighborhood seem to be there."

6. "I have heard my children tell about Miss Stanley's 'morning talks,' and I would like to hear one of them myself," said Mr. Watson.

7. "So would I. Suppose we go in. It will be all about dogs, of course; for they say that she has what she talks about present, when she can."

8. "Good morning, Mr. Rowley; good morning, Mr. Watson;" said the teacher when they entered; "I am glad to see you here; please be seated."

9. "I see," said Miss Stanley to the children, "that you remember what we were to talk about this morning."

10. The dog family of animals belong to the same "order of animals" as those of the cat family, which we talked about a few mornings ago; that is, they are carnivorous, or flesh eating animals.

11. Like the cat animals, they hunt their prey, mostly in the night; but, unlike them, they hunt in packs; that is, they do not go alone, but several, sometimes hundreds, go together.

12. The animals of the cat family watch for their prey, and spring upon it, catching it with their claws and teeth; but the animals of the dog family chase their prey — they run it down — and catch it with their teeth, and not with their claws.

13. The cat animals can throw out their toe nails, but the dog animals can not do it, for their nails are out all the time, and they are not so sharp as the cat's nails.

14. I see that Cora Woodruff has her cat here. Will you please bring her to me? And you may bring your dog, Jessie, so that I can show this difference in their feet to the school.

15. If we should feel of this cat's tongue we would find that it is rough. It is so with all the cat animals. But this dog's tongue is smooth, and so are the tongues of all the dog animals.

16. The heads of the cat animals are broad, and quite round, and their noses are short, like this cat's; but the dog animals have narrower heads and longer noses, as you will notice by looking at the heads of these dogs.

17. As the dog animals have only their teeth with which to hold their prey, the muscles of their jaws are very strong, and they can bite harder than any other animals.

18. Look at this dog's teeth. He has twelve sharp ones in front, and back of them two upper and two under long teeth. Then come some larger ones, twelve above and fourteen below, and very sharp and rough teeth they are, too.

LESSON XLVII.

remarkable	wolf	affectionate	Taylor
Nora	strayed	paddles	spaniel
Steele	swords	performances	docile
terrier	Baker	special	silky
Esquimau	wolves	shepherd	curled
enemy	fondness	dairy-men	waved
robbers	natural	Martha	strongest

ABOUT DOGS.

1. The dog is a very remarkable animal. He has no desire to be your enemy, but the strongest desire to be your friend.

2. He will not go off into the woods and stay with other animals, but will stay about our houses, and watch them all night to keep robbers away.

3. A dog has the strongest attachment for his friends. Only a few days ago I read of a little child who strayed away from home, and was lost in the woods. His two dogs were with him.

4. The weather was cold, and when the little fellow lay down at night the dogs covered him with leaves, and lay down beside him, one on each side, and kept him warm all night.

5. The next day he was found; but the dogs would let no one come near, except the boy's

father. They were afraid the men would hurt him.

6. There are many kinds of dogs. See how unlike these dogs look. Here is Ponto, Burton's Newfoundland. He is very large, and very good natured, too. Only a little while ago you saw Burton ride him into the school-room.

7. Newfoundland dogs are always large, good natured and intelligent. There are many wonderful stories in books about them.

8. I wish Burton to learn all he can about these dogs, and tell us next Friday afternoon where they came from, why they are called Newfoundland, what they are used for in their native country; and also tell us some stories about them.

9. I want to show you this dog's foot. Come here, Ponto, so that the children can see how it looks.

10. Now, as I hold the toes apart, you see that the foot looks almost like a fan. There is a web between the toes. This dog is a good swimmer, and his feet are good paddles.

11. Jessie's poodle is very different; he is one of the smallest of dogs. He is one of your smart dogs, and easily learns to do tricks.

12. I once saw a pack of poodles that had been trained to act like soldiers. They dressed

in soldier clothes, had on soldier caps, and carried little guns and swords.

13. Of course they walked on their hind feet, and used their fore feet and legs to carry their guns and swords. They went through their performances as well as a company of men could.

14. Frank Baker's dog is not like either of those we have talked about. You may bring him here, Frank. This dog is not so large as Burton's, nor so small as Jessie's, and he looks more like a wolf than either of them.

15. But it will not do to judge him by his looks. Wolves are terrible among sheep; but this dog has a special fondness for sheep. He will care for them as well, if not better, than a shepherd.

16. He is a natural shepherd, and for this reason he is called a shepherd-dog. He can be easily taught to care for cattle. Many dairy-men keep these dogs to drive their cows to and from pasture.

17. Martha Taylor's dog is a spaniel. Of all the dog animals, the spaniel is the most docile and the most affectionate, and, I came near saying, the most beautiful.

18. His hair is of a silky softness, and is gracefully curled or waved. These dogs can be

easily taught to fetch and carry things. They are very fond of the water, and are often employed to bring game that has been shot in it.

19. I see that Nora Steele has her tan terrier here. He is a frisky little fellow, and likes play; but when there are any rats about he is all business. The terrier dog is an enemy to rats, and for this reason he is often called the rat terrier.

20. There are other kinds of dogs. One kind, called the Esquimau dog, lives in the cold north, where he is harnessed to loads, and driven as we drive horses.

21. In this country we have the hound, the pointer, the bull dog, and many others; but as I want to tell you something about the other animals of the "dog family," I can not speak of them now.

22. There is a great deal in books about dogs. Perhaps you can find out about them yourselves. Next Friday afternoon I will give each of you an opportunity to tell a dog story.

23. See who can learn the most about them, and who can tell the best story. Your stories must be short, for I expect you will all have something to say.

LESSON XLVIII.

genuine	brushy	Asia	Pullen
Riding-hood	jackal	uneasy	curling
cowards	harness	striped	arctic
calves	putrid	mention	valuable
daring	Bryant	barn-yard	swiftest

ANIMALS OF THE DOG FAMILY.

[Cuts of the animals referred to in this lesson will be found on pages 153, 261.]

1. Although the dog is not the only animal of the dog family, yet he is the only one of which we can make a household pet. He has genuine affection for us, and takes the greatest delight in being with us.

2. The other animals of the family do not like us, and will come to us only when they want to eat us up, as the wolf did grandmother, in the story of Red Riding-hood, which I suppose you have all heard.

3. But that is not a true story. I do not think a wolf would go alone to eat any one up. Wolves are cowards, and when they want to hurt anybody they go in packs; that is, several of them go together.

4. The wolf is one of the animals of the dog

family. He looks very much like a dog; but all wolves do not look alike, for there are almost as many kinds of wolves as of dogs.

5. Wolves are found in nearly all parts of the world. They are very cruel animals. In newly settled countries they often come about the houses and kill the calves and the sheep when they can get to them, and sometimes they kill the folks, too.

6. The jackal is another animal of the dog family. I will write his name on the blackboard. He is not as large as the wolf, but he is fully as savage.

7. He seems to be always hungry, and will eat almost anything, even old boots and harnesses, and animals that have been dead a long time and become putrid.

8. In countries where the jackal lives, they have to bury their dead very deep in the ground, to keep him from digging up the body and eating it.

9. "Do jackals live in this country?" asked George Bryant.

10. No, they do not like cold countries; but there are very many of them in the warm parts of Asia and Africa.

11. These animals never go out singly. Like

the wolf, they go in packs to hunt for their food, and they attack all kinds of beasts.

12. The hyena is another animal that belongs to the dog family. You will notice in the picture that his nose is not quite so long as that of the two we have just talked about; but he looks enough like them to be related.

13. The hyena differs from other animals of the dog family in having only four toes on each foot. The others have five toes on each fore foot and four on each hind foot, the same as the cat animals.

14. There are two kinds of hyenas, the striped and the spotted. Hyenas live in Asia and Africa. When confined in cages, they are very uneasy and keep walking about.

15. The jaws of the hyena are so strong that they can easily break to pieces the hardest bones. Their bite is terrible. They are very daring, and can see as well in the night as in the day.

16. There is another wild animal of this family that I will mention. He is the smallest, and, in this country, the most common. He is not so savage as those I have named.

17. This animal is often caught and chained in the yard. He has a little barking voice, something like a dog's. Can any one tell me his name?

18. "Is it a fox, Miss Stanley?" asked George.

19. Yes, it is a fox. You will see in the picture that it has the dog look. The tail is more brushy, and hangs down instead of curling up, as the dog's does.

20. There are several kinds of foxes. Some are black, some are red, and some are gray. There is an arctic fox, that is white in cold weather except the tip of his tail, which is black.

21. The fur of the gray fox is very valuable, because there are so few of these foxes found. This fox is sometimes called the silvery fox.

22. The smallest and most beautiful of all the foxes is called the swift fox, because of its great speed. When pursued it seems to fly rather than run. It is the swiftest of all known animals.

Questions.—About what family of animals are the last three lessons? Mention some kinds that belong to this family? Where is the dog found? Name some kinds of dogs? What can you say of the Newfoundland, Poodle, Rat Terrier, Spaniel, Shepherd dog, etc.? Of other dogs? What specially distinguishes dogs from the other animals of the dog family? Tell us something about the Wolf, the Jackal, Hyena, Fox? Where is each found? What kind of food do they eat? How do they get their food? Do they catch it as the cat does? How then? How do the cat animals catch their prey? What do you mean by *prey?* Give examples. Are the feet of the cat animals and dog animals alike? How differ? Why? What can you say of the muscles of the jaw of the dog animals? Why so strong? Of the dog's teeth? Which of these animals has only four toes on each foot? How many have the others? Can they see in the night? Why do you think so?

LESSON XLIX.

bind	anvil	chimney	carpenter
sheaves	trowel	festival	shoe-maker
pitch	Babel	prescribe	blacksmith
plane	needles	sermon	printer
craft	stitches	cabinet	mason
floats	sew	powders	committee
clang	shoe	minister	president

CHOICE OF TRADES.

A RECITATION FOR LITTLE BOYS.

[This recitation should be accompanied with appropriate action. Thus, the farmer should make the motions for sowing, reaping, plowing, binding and pitching away; the carpenter for planing, hammering and sawing; the mason for brick-laying and smoothing; the smith for blows on the anvil, and the shoemaker for sewing shoes, etc.]

FIRST BOY.

When I'm a man, a man,
I'll be a farmer if I can — and I can!
I'll plow the ground, and the seed I'll sow;
I'll reap the grain, and the grass I'll mow;
I'll bind the sheaves and I'll rake the hay,
And pitch it up on the mow away,—
When I'm a man!

SECOND BOY.

When I'm a man, a man,
I'll be a carpenter if I can — and I can!
I'll plane like this, and I'll hammer, so,

And this is the way my saw shall go.
I'll make bird houses and sleds and boats,
And a ship that shall race every craft that floats,—
When I'm a man!

THIRD BOY.

When I'm a man, a man,
A blacksmith I'll be if I can — and I can!
Clang, clang, clang, shall my anvil ring,
And this is the way the blows I'll swing.
I'll shoe your horse, sir, neat and tight;
Then I'll trot round the square to see if it's right,—
When I'm a man!

FOURTH BOY.

When I'm a man, a man,
A mason I'll be if I can — and I can!
I'll lay a brick this way, and lay one that;
Then take my trowel and smooth them flat.
Great chimneys I'll make; I think I'll be able
To build one as high as the Tower of Babel,—
When I'm a man!

FIFTH BOY.

When I'm a man, a man,
I'll be a shoemaker if I can — and I can!
I'll sit on a bench with my last held so,
And in and out shall my needles go.
I'll sew so strong that my work shall wear
Till nothing is left but my stitches there,—
When I'm a man!

SIXTH BOY.

When I'm a man, a man,
A printer I'll be if I can — and I can!
I'll make pretty books, and perhaps I shall
Print the stories in our "Festival!"
I'll have the first reading; ah, won't it be fun
To read all the stories before they are done?—
When I'm a man!

SEVENTH BOY.

When I'm a man, a man,
A doctor I'll be if I can — and I can!
My powders and pills shall be nice and sweet,
And you shall have what you like, to eat.
I'll prescribe for you riding, and sailing, and such;
And, 'bove all things, you never must study too much!—
When I'm a man!

EIGHTH BOY.

When I'm a man, a man,
I'll be a minister if I can — and I can!
And, once in a while, a sermon I'll make
That can keep the boys and girls awake;
For ah, dear me! if the ministers knew
How glad we are when they do get through!—
When I'm a man!

NINTH BOY.

When I'm a man, a man,
A teacher I'll be if I can — and I can!
I'll sing to my scholars, fine stories I'll tell;

I'll show them pictures and, well — ah well,
They shall have some lessons — I s'pose they ought;
But oh! I shall make them so very short! —
When I'm a man!

TENTH BOY.

When I'm a man, a man,
I'll be a school committee if I can — and I can!
'Bout once a week I'll come into school
And say, "Miss Teacher, I've made a rule
That boys and girls need a great deal of play;
You may give these children a holiday!"—
When I'm a man!

ELEVENTH BOY.

When I'm a man, a man,
I'll be President if I can — and I can!
My uncles and aunts are a jolly set,
And I'll have them all in my cabinet!
I shall live in the White House, and I hope you all,
When you hear I'm elected, will give me a call! —
When I'm a man!

ALL.

When we are men, are men,
I hope we shall do great things, and then,
Whatever we do, this thing we say,
We'll do our work in the very best way;
And you shall see, if you know us then,
We'll be good, and honest, and useful men,—
When we are men!

MRS. M. B. C. SLADE, *in "School Festival."*

LESSON L.

different	panther	buffalo	pouched
hottest	raccoon	wapiti	opossum
coldest	otter	composed	greatly
temperate	badger	gnawing	represented
zone	hoofs	beaver	divided
propose	instead	hare	exercise
instances	belonging	strange	moose
monkeys	Virginia	hanging	second
mode	American	wound	described
puma	bison	pouch	recollect

ANIMALS OF THE TEMPERATE ZONE.

[Page 153.—1, Squirrel; 2, Puma, or Panther; 3, Black Wolf; 4, Common or Virginia Deer; 5, Grizzly Bear, 6, Lynx; 7, Moose; 8, Beaver; 9, Bison (the American Buffalo); 10, Raccoon; 11, Black Bear; 12, Opossum; 13, Common Wolf; 14, Wild Cat; 15, Brown Bear; 16, Wapiti, or American Elk; 17, Otter; 18, Badger; 19, Common Fox; 20, Hare.]

1. You see in this picture twenty different animals. They live in that part of the earth called the temperate zone, where the climate is neither very hot nor very cold.

2. I will tell you something of these animals, and I hope you will study and learn much more about them than I can tell here.

3. You will see by looking at different animals, and by learning about their habits, that in many

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instances where they do not look alike, they are in some respects very much alike.

4. There is an "order," or kind of animals of which we find none in this picture. They have four hands, or four claws which they use like hands. This kind is sometimes called the first order of animals. Such are monkeys and bats, which you can see in other pictures.

5. If you study carefully the animals here shown, you will see that there are twelve of them which are called "beasts of prey." These are alike in their mode of living. They all live upon the flesh of other animals, and are called the second order.

6. Can you tell which these twelve are that live on the flesh of other animals?

7. They are the puma or panther, the black wolf, the grizzly bear, the lynx, the raccoon, the black bear, the common wolf, the wild cat, the brown bear, the otter, the badger, and the fox.

8. In the third order are such as have hoofs instead of claws. In this picture we find, belonging to this class, the common or Virginia deer, the moose, the bison (often called buffalo), and the wapiti, or American elk, making four in all.

9. The fourth order is composed of gnawing animals, such as live on nuts, roots and fruits.

Here are the squirrel, the beaver, and the hare, which are of this kind.

10. There is one strange fellow hanging by his tail, wound around a limb. In habits he is unlike any other animal found in America; but there are animals in other countries that are so nearly like him that they make another or a fifth order, called "pouched animals."

11. By this is meant that the mothers of this class have a kind of pouch or pocket, in which they carry about their young. The opossums vary greatly in size. The largest of them are about the size of a common cat, and the smallest are but little larger than a mouse.

12. We have thus far found that the animals represented on page 153 are divided into four different orders.

13. I wish the class to bring, at the next reading exercise, a list, nicely written, of five each of four-footed animals which belong to the second, third and fourth orders as here described. I do not wish you to include in your list any of those mentioned in this picture, and they must all belong to the temperate zone.

LESSON LI.

Walter	Washington	overhear	neglected
Grey	missionary	sinking	needless
kindling	famous	heroes	heroism
splitting	Judson	highest	conquering
country	Maynard	standard	laziness

WHAT MAKES A HERO.

1. "O dear!" said Walter Grey, as he sat down on the saw-horse, and looked at the kindling wood which he ought to have been splitting for his mother, "I do wish I could do something for the world.

2. "I mean some great action, that every one could admire, and that would make the country and the whole world better and happier.

3. "I wish I could be a hero, like Washington, or a famous missionary, like Judson; but I can not do anything nor be anybody."

4. "Why do you want to be a hero?" asked his cousin, John Maynard, who, coming up just then, happened to overhear what Walter had said.

5. "Because every one admires a hero, and talks about him, and praises him after he is dead."

6. "That is your idea, is it?" said John. "You want to be heroic for the sake of being talked about."

7. "Not only that, but I want to do good to people — save a sinking ship, or save the country, or something like that."

8. "I think that sounds better; but believe me, Walter, the greatest heroes have been men who have thought the least about themselves, and the most about their work.

9. "All the great men that I can recollect now, I mean those great according to the highest standard, have always begun by doing the nearest duty, however small it seemed." Here John took up the ax, and began to split the kindling wood.

10. Walter jumped off the saw-horse and commenced picking up the sticks; and although he said nothing, he thought a great deal.

11. "I have wasted much time in thinking what great things I wanted to do, and neglected my work, and caused my mother needless care. I think I will begin my heroism by conquering my own laziness and selfishness."

Altered from CHILD'S WORLD.

LESSON LII.

teamster	toils	servant	utter
thousand	deals	faithful	imploring
patiently	shakes	wearied	caressing
unconscious	pause	brute	smarting
unnecessary	shame	writhes	humanity

SPARE THAT HORSE.

1. O teamster, spare that horse;
   How hard he tries to go;
   There's load enough for two;
   Don't strike another blow.

2. Give him a helping hand,
   Or ease the load, I pray;

And he your kindness will
A thousand fold repay.

3. How patiently he toils
All through the heat and cold;
A faithful servant still,
Though wearied, worn and old.

4. "Poor, dumb, unconscious brute!"
And yet he seems to know,
Caressing oft the hand
That deals the cruel blow.

5. What an imploring look,
And what a knowing eye,
And yet without the power
To utter e'en a cry.

6. See how he writhes and shakes,
While smarting with the pain!
O, cruel driver, pause!
Don't strike the horse again.

7. Humanity, at last
Brought to a sense of shame,
Will punish those who give
Unnecessary pain.

8. O driver, spare that horse;
How hard he tries to go;
There's load enough for two;
Don't strike another blow.

CLARA F. BERRY, *in Our Dumb Animals.*

LESSON LIII.

tracts	ship	sandy	necessary
cloth	deserts	sailors	studied
plains	carry	supplies	geography
Arab	fitted	journey	destitute
kneels	country	camel	sufficient
tank	absence	stored	cud-chewing
humps	stomach	extra	nourishment

THE CAMEL.

1. The little boys and girls who have studied geography will remember that in some parts of the world there are large tracts of country called deserts.

2. Deserts are vast sandy plains. Sometimes rocks and stones are found on them, but no houses, no pleasant streams, and no trees are to be seen anywhere.

3. It is often necessary for persons to cross deserts. To do this safely, they must carry with them what they need for their journey.

4. No horse could carry heavy loads across these sandy plains; but there is an animal that is just fitted for this work, and that animal is the camel.

5. On account of his great strength, he can

carry a burden of from eight hundred to twelve hundred pounds a distance of thirty or forty miles a day.

6. When he is to be loaded, he kneels for the burden to be put on his back, and when the day's journey is over, or the time for rest has come, he kneels again to have it taken off.

7. In his desert journeys, the camel is often destitute of food and water; but he is able to go without them for many days at a time.

8. You will see by looking at his picture, on page 261, that he has two large humps on his back. These humps are stored with nourishment.

9. In the absence of food, his life is sustained by this nourishment; and sometimes at the end of long journeys there is nothing left of these large humps but loose skin.

10. The camel is supplied with water in a no less wonderful manner. He has an extra stomach, which is simply a water tank. This tank he drinks full before starting on his journey.

11. In addition, the camel has broad, pad-like feet, which keep him from sinking in the sand.

12. I think you can now understand why the camel is better fitted than the horse for carrying loads across the great barren deserts.

13. Like the cow and the sheep, the camel is a cud-chewing animal; but he differs from all other cud-chewing animals in having front upper teeth.

14. When sailors cross the sea, the ship must carry everything necessary for the journey. As the camel has to do this in crossing the desert, he is often called "the ship of the desert."

15. Camels supply the people of the desert with almost all they need. Their flesh and milk are used for food, and their hair is made into various kinds of cloth.

16. Is it any wonder that the Arab, who lives in a desert country, loves the camel, and that he sings songs of praise in honor of so useful an animal?

LESSON LIV.

comely	lowest	excelsior	youth
kin	easy	amain	eastern
climb	western	crowding	rugged

THE SECRET OF SUCCESS.

1. Young "I Can" is a comely youth,
A kin to one "I Will";
And, both as one in love and truth,
They climb life's rugged hill.

2. To do life's labors, hard or easy,
Brave Will doth follow Can,
With strong hands and shoulders ready;
For actions make the man.

3. They two can plow the western plain,
Or work in eastern shop;
"Excelsior!" they cry amain,—
"No crowding at the top."

4. I'll make me friends of Can and Will,
And to them I'll be true;
And nothing shall my purpose fill,
But dare, and try, and do.

LESSON LV.

angels	story	conscience	faith
hasten	failings	honor	battle

DARE TO BE RIGHT.

1. Dare to be right! Dare to be true!
For you have a work that no other can do;
Do it so bravely, so kindly, so well,
Angels will hasten the story to tell.

2. Dare to be right! Dare to be true!
The failings of others can never save you;
Stand by your conscience, your honor, your faith,—
Stand like a hero, and battle till death.

LESSON LVI.

welcome	remind	strive	cultivate
providing	promise	strict	diligence
acquiring	presence	induce	instruction
constantly	welfare	afford	generously
liberality	extend	idleness	opportunities

A SPEECH OF WELCOME.

1. Friends: For my teachers and school-mates I bid you welcome to our school. We are glad that you are here to-day, and hope you will be pleased with what you see and hear.

2. We thank you for your goodness to us in kindly providing such opportunities for acquiring an education. This house, our teachers, and our books, constantly remind us of your liberality and your love.

3. We know that we can not repay you for what you have done, and are still doing, for our good; but we promise to do the best we can to improve the opportunities you so generously afford us.

4. We will give strict attention to our lessons, and to the daily instruction of our teacher. We will not waste our time in idleness, but by diligence and attention we will try to learn something new and useful every day.

5. We will also strive to cultivate kindness of heart, which shall induce us to follow the example you have set us, of seeking, not only our own good, but the welfare of others; and this kindness shall extend to every living thing.

6. Again thanking you for your presence, and your many marks of kindness toward us, I bid you a hearty welcome to our school to-day.

LESSON LVII.

Drake	roofed	pocket	provoking
Jasper	wasting	deserve	ciphering
lightning	importune	Lucy	whack
pigeon	harnessed	trifling	finisher
tools	latch	sewing	sweeping
gig	geometry	sluggard	indifferent
fist	mittens	Arthur	foremost

THE NEW NAMES.

1. "I have three children to name over again," said Mrs. Drake one day, "and I shall name them Half-Done, Almost-Done, and Done."

2. Jasper slunk behind his mother's chair with a guilty look. He was sure that he would be called Half-Done; for the many things which he had begun, and left only half finished, came at once into his mind.

3. He thought of his pigeon-house, begun as soon as he had his new box of tools, and never roofed; of his aunt's flower-ladder, which had only the sticks made; of the latch he began to mend, and left.

4. He thought of his geometry lesson which he could not recite, because it was only half learned; of the mittens which he lost, because they were only half in his pocket; and, worse than all, of Peter, the horse, that ran away and broke the gig, because he was only half harnessed.

5. Jasper instantly thought of all these things and shrunk back, feeling certain that Half-Done would be his name. Did he not deserve it?

6. "You mean me," said Lucy.

7. "Mean you for what?" asked her mother.

8. "For Almost-Done," said Lucy, blushing. "I was almost done dressing when breakfast was ready. I was almost at school when it began. I had almost done my letter to papa when it was time to send it. I had almost finished that nice book when Jane came for it."

9. "O dear!" sighed Lucy, "almost done is quite as bad as half done, and a great deal more provoking, because, you see, just a little more trying would have finished it. But who of us is to be called Done?"

10. "Who is?" asked mother.

11. "Arthur!" cried Lucy and Jasper at once. "Arthur does—Arthur finishes."

12. Arthur looked up, surprised and pleased that his brother and sister gave him so much credit. How many times they had seen him ciphering for an hour at a time, rubbing out and writing over again, until at last he would bring his little fist down whack on the table, shouting, "It is done!"

13. "Yes, Arthur will be called Done," said Jasper; "for he is a finisher, and I wish I was."

14. "Think, Jasper," said his mother, "how it would be to carry half done into everything—the bread half done, your dinner half done, the table half set, your new coat from the tailor's half done; sweeping, washing, sewing, everything half done."

15. Children, is there not reason to fear that the boy or girl who is given to trifling and putting off in small matters, will grow up careless and indifferent in matters of the greatest importance?

16. A sluggard will never be foremost in business, and "intending to do" will never accomplish anything. Let my young readers beware of "Half-Done" and "Almost-Done."

LESSON LVIII.

smiling	thanked	wondering	gutter
twinkled	lemons	fever	pennies

HEARTS AND HANDS.

1. One day a teacher said to his class, "Boys, you can all be useful, if you will. If you can not do good by great deeds, you can by little ones.

2. "Keep your eyes open, and your hands ready to do anything good that comes in your way, for one week. At the end of the time you may tell me what you have found to do that was in some way useful to others."

3. When the week was out the boys gathered around their teacher with smiling faces, and eyes so full of light that they fairly twinkled. He smiled as he looked at them, and said, "Ah, boys, I see by your looks that you have something to tell me."

4. Then each told his story. One said, "I thought of going to the well for a pail of water for my mother. She thanked me so much, and was so greatly pleased, that I have brought it all the week, and now I mean to keep on doing it for her."

5. Another said, "I thought of a poor woman

whose eyes were too dim to read. I went to her house every day and read to her. I can not tell how she thanked me."

6. A third boy said, "I was walking along the street wondering what I could do. A gentleman called me, and asked me to hold his horse. I did so. He gave me five cents.

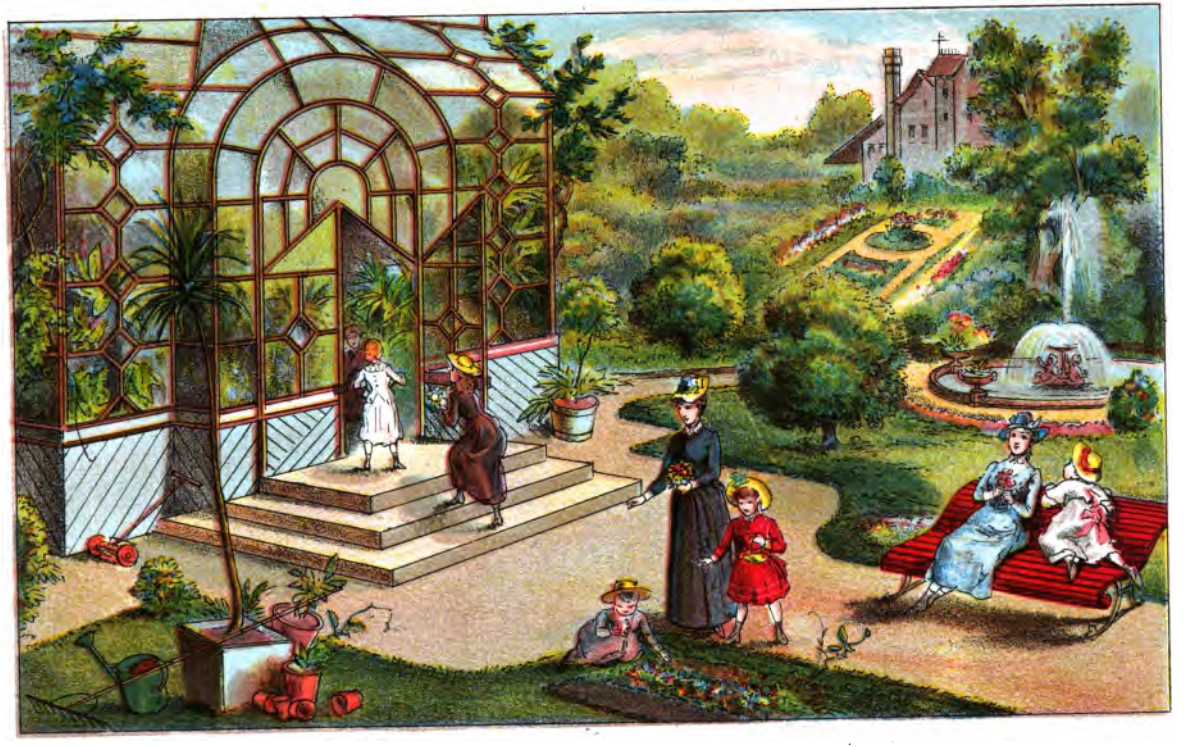
7. "With this money I bought two lemons for James Lee, who is sick with a fever, and it would have done you good to see how glad he was."

8. "I was walking with my eyes open and my hands ready, as you told us," said the fourth boy, "when I saw a little fellow crying because he had lost some pennies in the gutter.

9. "I told him not to cry, and I would try to find his pennies. I found them, and he dried up his tears, and ran off feeling very happy."

10. A fifth boy said, "I saw my mother was very tired one day. The baby was cross, and mother looked sick and sad. I asked her to put the baby in my little wagon. She did so, and I gave him a grand ride around the garden.

11. "If you could only have heard him crow, and seen him clap his hands! and when I took the baby indoors again mother looked rested and cheerful. I was very glad I thought to help her."



LESSON LIX.

instill	treated	glaring	poison
beautify	tuberose	zinnia	growth
chromo	poppies	coxcombs	require
Harriet	succession	botanies	ministry
fuchsia	variety	hollow	somber
pansies	shrubbery	tough	bestow
manage	creeping	brittle	fatigue
motto	verbena	moisture	bouquet

AUNT HARRIET TALKS ABOUT FLOWERS.

1. Aunt Harriet was a great lover of flowers. She had flowers in her garden, flowers in her house, flowers climbing about her porch, flowers everywhere.

2. She had many young friends, too, and they often came to look at her flowers. Whenever they came, Aunt Harriet tried to instill into their minds not only a love for them, but a desire to raise flowers, and to beautify their own homes with them.

3. One morning when they called, they saw a beautiful chromo, which she had received the day before. There were fuchsias and pansies and roses, and many other flowers shown in it.

4. This picture is a copy of the one Aunt Harriet showed them. I am sure you will say

it is a very pretty one, and perhaps you know many flowers in it, and can tell their names.

5. That morning Aunt Harriet talked with her friends a long time about plants and flowers. She said: "You often wonder how I manage to have so many, while others who try to raise them have so few.

6. "My motto is, that whatever is worth doing is worth doing well, and we can not do anything well unless we know how. To raise plants we must know something about them.

7. "All plants must not be treated alike. Some, like the tuberose, need strong light and heat to perfect them; while others, as the pansy, develop their finest tints in cool and partly shaded places.

8. "Plants require a great deal of care, and they must have it at the right time, or it will do them but little good. Careless folks are not the kind of people to have nice plants and flowers.

9. "All of us have favorites among flowers; but our gardens would look very strange if we cultivated our favorites, and no others.

10. "I once heard of a little girl who thought that poppies were prettier than any other flowers, and she sowed her whole garden to poppies.

11. "We desire a succession of bloom, as well as a variety in color and form. The variety adds to our pleasure, and the succession continues it.

12. "We should have tall flowers among shrubbery, but low and creeping varieties show best in beds by themselves; and it would not be in good taste to overtop the delicate pansies and verbenas with the glaring zinnias and coxcombs.

13. "You can learn many things in your botanies about plants, that will be very interesting and useful to you. Some of these I will tell you.

14. "Nearly all plants have blossoms, and most blossoms have stems to support them. The stems also convey moisture to them from the roots.

15. "Some of these stems are round and some are square; some are seemingly solid, while others are hollow. Some plants are strung with tough fibers, and are not easily broken; others, again, have no such fibers, and are very brittle,—that is, they are easily broken.

16. "The leaves of plants have their uses. They absorb from the air both food and moisture. Leaves are the lungs of plants. During the night they breathe out poison, which makes

it unhealthy to have many plants in sleeping rooms.

17. "The roots hold the plants in their places in the ground; they also collect food from it, which is necessary for the growth, the life even, of some plants; and hence, as all plants do not require the same food, they will not all thrive equally well in the same soil.

18. "Flowers have a beautiful ministry in this world. How somber it would be without their bright faces! The sick-room is brightened, and the sick made cheerful by them. What fitter token of good-will can any one bestow?

19. "The tired father forgets his fatigue, when, with smiling faces, his little ones give him the gay bouquet, or even the one tiny flower. Then scatter, not only smiles, but flowers, wherever they are needed to gladden a human heart.

20. "I have often seen beautiful flowers growing in out-of-the-way places – in the wood, in the swamp, on the prairie—where no one was likely to see them; and in my younger days I wondered why they were there.

21. "But I have learned that they are designed to teach us that God loves beauty; that he delights in giving pleasure, and that he would have us, like him, beautify and gladden wherever we go."

LESSON LX.

delicious	uneven	fancied	anthem
harshly	treading	griefs	thanksgiving

LITTLE THINGS.

1. Little moments, fleeting hours,
   How they speed on lightning wings;
   Little birds and tiny flowers,
   What delicious joys they bring.

2. Little words — O, how they sting us,
   Harshly falling from a friend!
   But when winged with love they bring us
   Joys too sweet to have an end.

3. Little helps, from friend or neighbor,
   Oft may light the heavy load
   Under which we sometimes labor,
   Treading life's uneven road.

4. Anxious for some fancied treasures
   Which are shining far away,
   We neglect the little pleasures
   Blooming by our side to-day.

5. Little griefs and little pleasures
   Round our passing footsteps cast;
   Little losses, little treasures,
   Make the sum of life at last.

6. Then the secret of true living
Is to cull life's treasures, all,
With an anthem of thanksgiving,
Though the joy be e'er so small.

LESSON LXI.

sparrow	regularly	needy	support
servant	scattered	helpless	childhood

GOD'S CARE FOR SPARROWS.

1. A little girl, seeing the servant throw crumbs into the fire, said, "Do you not know that God cares for the sparrows? I would rather give the crumbs to the little birds."

2. Then she carefully collected what there was left and threw them out of the window. In a short time several little birds came and picked up the crumbs she had scattered.

3. After this, she every day collected the crumbs and bits of bread that fell from the table, and threw them out for the little birds.

4. During all the winter days these little creatures came regularly after each meal, to partake of the food thus provided for their support.

5. How beautiful it was to see this little girl learning thus early in her childhood to be kind to the helpless and the needy of God's creatures!

LESSON LXII.

Blake	wash-tub	branches	quantity
basement	upside	wire	celery
evergreen	ingenious	crossed	center
yesterday	economical	wired	supplied
superintendent	certainly	popped	wagged
Sunday	geranium	pastry	nodded

THE BIRDS' CHRISTMAS TREE.

1. It was the morning before Christmas. Frank and Mary Blake stood looking out of the basement window, watching the little sparrows that hopped about in the snow, looking for crumbs.

2. "Mother," said Frank, suddenly, "do the birds have any Christmas?"

3. "Not such as you mean, my son."

4. While the family were eating breakfast, Mary got up from the table and gave a piece of her egg to the canary. Frank sprang suddenly out of his chair.

5. "Frank has an idea," said his father. "An idea always shoots him out of his place just that way. What is it now, Frank?"

6. "It is about the birds. Why can not we make a Christmas tree for the street birds?"

7. "How, Frank?" asked Mrs. Blake.

8. "Why, have a small tree, and hang things on it for the birds to eat."

9. "Can you make it?"

10. "If I had a branch of evergreen I could."

11. "When the Christmas tree was put up at the church yesterday, for the Sunday school, a large limb was cut off and thrown away; may be you could get that," said Mary.

12. "Please, sir, may I have that evergreen limb?" said Frank, a few minutes later, to Mr. Jones, the superintendent of the Sunday school.

13. "Certainly," said Mr. Jones. Frank ran home with it in great delight. "Mother," said

he, "a bird's Christmas tree must stand up and be out-doors."

14. "Yes, Frank."

15. "I do not see just how to fix it, unless you let me set the wash-tub upside down, and make a hole in the bottom to put the tree in."

16. All laughed at Frank's idea. His father said, "It might be ingenious, but it would not be very economical."

17. "Perhaps you could plant it in this flower pot, now that our geranium is dead, and then set that in the tub," said Mary.

18. "A good idea," said Mr. Blake; and he helped trim the branches and get it ready. Frank and Mary packed the earth closely about it, so that it stood firmly.

19. "Mother," said Frank, next morning at the breakfast table, "I am going to cut my egg in two very carefully. I shall make bird dishes of the shells." The rest of the family took the wise hint, and there was quite a number of bird dishes made that morning.

20. "I do not see how I can fasten the bird dishes on the tree," said Frank, after awhile. "I wish I had some fine wire."

21. Just then a sparrow hopped on the window-sill and looked in. "You shall have your

breakfast pretty soon," said Mary; for she always threw the breakfast crumbs out for the little birds.

22. After breakfast was over, Frank got some wire, and began to make rings a little larger than the top of the shell dishes. To each ring he fastened two wires, which crossed on the bottom and made a sort of a basket. Into this he put a half shell, and then wired the rim to the branch of the tree.

23. "O, I know something that would look pretty on the tree," said Mary.

24. "What is it " asked Frank.

25. "Long strings of popped corn. If you will pop some corn, I will string it."

26. Mother and Frank both thought this would make the tree look better, and this was the next thing that was done.

27. While Mrs. Blake was busy making the pastry for their own Christmas dinner, Mary was busy making little bits of cakes for the birds' Christmas tree. They were so small and thin that Frank stuck them on the stiff leaves of the evergreen "as thick as hops," said Mr. Blake.

28. The children had been so busy that they had not thought about their own dinner; but when it was ready, they found it so good, they quite forgot their hurry.

29. After dinner Mrs. Blake helped the children get their tree ready. They put on it eggs, chopped meats and celery, lumps of white sugar and bits of apple, and other things they thought the birds would like to eat.

30. Then Frank said some red peppers would make it look gay, and Mary added some artificial flowers. The children then declared it would be all right if they had a center piece on the top. This, their mother supplied, with a bouquet.

31. "It is not done yet," said Mr. Blake, and he went to his desk and brought a small flag, which he placed in the center of the bouquet. "That just makes it complete," said Mrs. Blake, and the children clapped their hands in delight.

32. When the tree was placed in the yard, it looked prettier from the window than it looked in the house. While they were saying so, the old sparrow flew across the street and lit on the edge of the tub.

33. He wagged his head, and nodded to the children at the window, and then he flew into the tree, tore out a leaf of celery and flew away. Soon he returned with a company of other birds. And so the birds came and went till dark.

34. That night no two children in all the

great city had been made happier by their presents than these two by "The Birds' Christmas Tree."

LESSON LXIII.

amidst	sleet	pity	garner
freezing	timid	whosoever	saith

SCATTER YOUR CRUMBS.

1. Amidst the freezing sleet and snow,
   The timid robin comes;
   In pity drive him not away,
   But scatter out your crumbs.

2. And let your door be opened wide,
   For whosoever comes;
   The poorer they, more welcome give,
   And scatter out your crumbs.

3. The time for work is passing fast,
   The garner day soon comes;
   "'Twas done to me," the Master saith,—
   Then scatter out the crumbs!

LESSON LXIV.

pockets	drawer	brook-side	Thomas
whether	strolled	suppose	instead
bobolink	astonished	promised	throats

MUSIC-BOXES EVERYWHERE.

1. "Fill your pockets with stones, Howard, and come along with us. We are going out to kill birds; it is the best kind of sport."

2. Howard Hoyt was a thoughtless little fellow, as most boys are; and without stopping to think whether it was right or wrong, he gathered a pocket full of stones, and started off with the other boys.

3. "There is a bobolink; I'll hit him," said Thomas. "And there is a meadow-lark; let us send a stone after him, too," said Peter; and the three boys did the best they could to hit the birds, but they did not do it.

4. Howard's mother heard the noise as she came out of the house, and soon saw what they were trying to do. She called the boys to her, and said, "I have something nice in the house that I would like to show you."

5. As soon as they came in, she took from a drawer a small box, which she wound up with

a key and set on a table. At once the box began to play a beautiful tune, which astonished and delighted the boys very much.

6. They had never seen a music-box before, and asked many questions about it. Thomas thought it would be good sport to carry one in his pocket. "How it would astonish the boys," he said, "when I come round where they are!"

7. "There are many kinds of music-boxes," said Mrs. Hoyt; "some of them are very beautiful, and they play a great variety of tunes. Such music-boxes please both the eye and the ear; for we all like to see pretty things and to hear pleasant sounds.

8. "How would you like to find beautiful music-boxes, and hear them play their pretty tunes wherever you go, so that you could see and hear them as you stroll by the brook-side, or walk in the fields or the woods?"

9. "O, if we only could!" said Peter; "I do so like to hear music." And all the boys thought that it would be very pleasant. "But of course," said Howard, "such a thing as music-boxes playing tunes everywhere can not be."

10. "But suppose it could be so," said his mother, "and that while you were looking at one of them and hearing its music, some boys should

come along with stones and break it to pieces, what would you think?"

11. "I should think," said Thomas, "that they were very, very wicked boys." "And I should feel just like giving them a good whipping, and I would, too, if I could," said Peter; "and I guess we three could do it, couldn't we, boys?"

12. "Only a little while ago I heard sweet music, and as I went out-doors so as to hear it better, and to see the pretty boxes that made it, what a sad sight met my eye; three little boys were trying to hit them with stones!"

13. The boys seemed very much astonished; and little Howard asked his mother what she could mean, and who the bad boys were.

14. "There are three little boys in this room that heard the same sweet music, and that saw the pretty little flying music-boxes that made it, but who, instead of listening to the music, tried to stop it by breaking the little boxes to pieces!"

15. The boys were more astonished now than before. They knew what Mrs. Hoyt meant, and they felt ashamed and sorry that they had been so thoughtless,—so wicked; and they promised that they would never again try to kill the little birds.

16. Then Mrs. Hoyt talked to the boys about

[redacted]

birds that sing, and about the little music-boxes which they carry in their throats. In the next lesson I will tell you what she said about them.

LESSON LXV.

warblers	movements	flute	diversity
swells	modifies	stringed	female
swollen	brook-side	elastic	mocking
curiously	nightingale	windpipe	imitate
constructed	vies	peculiar	associate

SINGING BIRDS.

[Page 189.—1, Nightingale; 2, Bobolink; 3, Canary; 4, Tanager; 5, Mocking-bird; 6, Robin; 7, Warbler; 8, Meadow-lark.]

1. In addition to their great beauty, many birds have the power of song, as you heard this morning. I have here a picture of several singing birds. Two of them are like those you just now tried to kill. Can you tell which they are?

2. The little singing instruments of the birds are in their throats. There is a little warbler on the bush in the yard now. See how his throat swells out as he sings. Now that he has stopped it is much smaller.

3. I hear the canary singing. We will go and look at him. You see that his throat does not

swell out as much as the warblers, but it trembles very much when he sings.

4. The music-box which a singing-bird has in his throat is very curiously made; it is a more wonderful instrument than any instrument maker was ever able to construct.

5. It is such a little thing, and yet it can play soft and loud, high and low, and change its notes very rapidly. And then it is so perfectly made that it sings just as well while the bird is turning his head, or flying, as when he keeps it still.

6. This instrument is a kind of flute and stringed instrument combined. It is so nicely fitted in the bird's throat that he can breathe and eat as well as if it was not there.

7. The little flute, or pipe part of it, through which the bird plays his wonderful tunes, is made of small, elastic rings; it is the common windpipe, which you have often seen, I suppose, and is in the necks of all birds except the ostrich.

8. The stringed part of it is at the lower end of the windpipe, and is made of very small muscles stretched in a peculiar way across it. These muscles form the voice; the windpipe, by its form and movements, modifies it, and both together give to the birds their wonderful singing powers.

9. Did you not notice just now how the birds moved their heads while they sang? Some people do the same. It is to give greater variety to their tones.

10. I think girls generally have better voices than boys, and that they more readily learn to sing; but among the birds none but the males ever sing, and they sing only when cheerful, while we often sing when sad.

11. Singing birds are found in nearly all parts of the world; so that it was not a fancy, you see, when I asked you how you would like to find music-boxes everywhere, and hear their music whenever you strolled by the brook-side, or walked in the meadow or the wood.

12. In this picture there are eight of these singing birds. The nightingale is the song bird of the night. The lark, only, vies with him in the beauty, diversity and gladness of his song; but the lark never sings in the night.

13. There are several varieties of larks. The one in our picture is the meadow-lark, and is a larger bird than the sky-lark or the nightingale. This bird spends most of its time in our meadows, and, like the nightingale, it builds its nest on the ground.

14. The bobolink is a very beautiful bird.

The general color of the male bird is black, marked with white and cream-color. The female has a yellowish belly, a dark brown back, the feathers edged with a yellow tint. The nest of this bird is also on the ground.

15. They come into the Northern States early in the spring, and remain all summer. They, like the lark, have a special fondness for the meadow, and make it ring with their joyous notes from morning till night during the season for making hay.

LESSON LXVI.

human	perfection	vibrate	perfectly
beautifies	necessities	agitated	mementos
arrives	vegetable	island	cream-color
trilling	rustling	account	Yankee-doodle
tremble	renews	applied	never-ceasing

SINGING BIRDS (CONCLUDED).

1. The mocking-bird takes great delight in imitating the voice and songs of other birds, and he does it so perfectly that his song is often mistaken for theirs. He can even imitate the noise of the cat, and strains of Yankee-doodle have been sung by him. He is also known as the cat bird.

2. The blue-bird, of the wild birds, next to the robin, is the favorite, not simply on account of its bright blue color and sweet song, but because, like the robin, it seems to desire to associate with human beings.

3. Its builds its nest in old apple trees and in hollow places of other trees, where it lays four or six little blue eggs. It raises two or three broods a year, the male bird sometimes taking care of the young ones while the female is sitting on a second or third set of eggs.

4. The warbler belongs to a very large family of beautiful birds. These birds are known as the warbler family. There are as many as fifty kinds of warblers found in the United States.

5. The one represented in our picture is called the wood warbler. As soon as it arrives in the spring, it perches on the branches of trees and shrubs, and begins to pour forth its trilling notes.

6. Several of these birds will often sing against each other. Their throats tremble or vibrate when they sing, and look as if much swollen. They also drop their wings, and their whole bodies seem to be much agitated.

7. The canary is the special household pet, where its sweet song, in spite of its prison life, adds much to the cheerfulness of home.

8. This bird takes its name from the Canary Islands, where it was first found. In this country he lives only with families, where he seems to be at home and to enjoy life.

9. Canaries are natural singers; but their song is much improved by cultivation. They can be trained to follow the human voice, and there is an account, which I believe is true, of one that learned to speak plainly the pet names the family applied to him.

10. All these birds live mainly on insects, and by destroying those that would injure the growth of plants or the perfection of their fruits, they help us to the necessities of life.

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11. The warm spring sun wakes into life the vegetable world, and beautifies the earth.

12. We walk on the soft green grass as on a carpet: our eyes are feasted with the beauty of the opening flowers; our ears are made glad by the rustling of new-born leaves and the music of returning birds.

13. Thus God, year by year, renews within us our youth and hopes, and pours into our hearts mementos of his never-ceasing love and care.

14. "O that men would praise the Lord for his goodness, and for his wonderful works."

LESSON LXVII.

stored	hues	daisied	wintry
distant	charms	blest	anew

KIND WORDS.

GERTRUDE.

Kind words can never die;
Cherished and blest,
God knows how deep they lie
Stored in the breast,
Like childhood's simple rhymes,
Said o'er a thousand times—
Said in all years and climes,
Distant and near.

DELLA.

Sweet thoughts can never die;
Though, like the flowers,
Their bright hues may fly
In wintry hours;
But, when the gentle dew
Gives them their charms anew,
With many an added hue
They bloom again.

BOTH.

Childhood can never die;
Thoughts of the past

In the memory lie
  Fresh to the last.
Many a happy thing,
Many a daisied spring,
Floats on life's ceaseless wing,—
  Floats, floats for aye!

LESSON LXVIII.

search	caution	alarmed	serious
absence	depended	fright	snug
whenever	grain	usual	removed
reapers	begged	expecting	reaped

THE LARK AND HER YOUNG ONES.

1. A lark whose nest was in a field of wheat, which was almost ripe, was very much afraid the reapers would come and cut it before her young ones were able to fly away.

2. Whenever she left them, to go in search of food, she told them to notice what they heard in her absence, and to tell her of it when she came back.

3. One day while she was gone they heard the farmer say to his son, "John, I think this wheat is ripe enough; go early to-morrow and ask our friends and neighbors to come and help us reap it."

4. When the old lark came home, she found her young ones very much frightened. They told her what they had heard, and begged her to remove them as soon as she could.

5. "Do not be alarmed, my little pets," said the mother, "for if the farmer depends on his friends and neighbors, I am pretty sure the wheat will not be reaped to-morrow."

6. The next day she went off again, giving her little ones the same caution. By and by the farmer came, expecting those he had sent for; but the sun grew hot and nothing was done, for no one came.

7. "John," said he to his son, "these friends of ours are not to be depended upon, you must go to your uncles and cousins, and ask them to come early to-morrow to help us reap this grain."

8. The young ones were more alarmed now than before, and when their mother came home they could scarcely tell her what had happened, their fright was so great.

9. "O, if that is all," said she, "do not fear. Uncles and cousins are much like friends and neighbors; they are not often very anxious to help one another. Be very careful to note what you hear the next time I am away."

10. The next day off she went as usual, for

even little birds, small as they are, can not do without food. The farmer came, but the uncles and cousins did not.

11. "John," said the farmer, "you see that we can not depend upon our friends and relatives for help; hereafter we will depend on ourselves. To-morrow you and I will reap this grain."

12. When the young ones told this to their mother she became quite serious, and said, "Well, my pets, we must now leave our snug home, for when a man says he will do a thing himself, it is very likely that it will be done."

13. She removed her young ones at once — and none too soon, for the next day the farmer and his son came and reaped the grain.

LESSON LXIX.

crown	homely	waving	weave
dandelion	temples	fairy	witty

HOW TO LOOK PRETTY.

FIRST GIRL.

You know everybody wants to be pretty. If I were a flower I should not want to be a dandelion nor a sunflower. I should want to be

a tulip, or a lily, or a tea rose. But everybody cannot be pretty, because some are homely. I wish I were pretty. It must be pleasant to have people say, "What a charming, pretty girl that is!" "Is she not a sweet creature?"

SECOND GIRL.

I'd like to be pretty, and witty, and wise,
With beautiful features and beautiful eyes;
Beautiful temples and beautiful hair,
Waving like gold in the summer air;
Beautiful hands, so soft and white,
Beautiful form, so fairy and light.
Some one would love me, and call me fair,
And weave a crown for my golden hair.

THIRD GIRL.

1. Little girl with eyes so blue,
   I know something true;
   If you love somebody else
   Some one will love you.

2. Loving eyes are always sweet,
   Gentle hands are fair,
   Though you have no tiny feet,
   Blue eyes or golden hair.

3. There's a beauty richer far,
   Every heart may win,
   Shining out in word and deed
   From the soul within.

4. Roses of the cheek will fade;
Beauty pass away;
Loving words and gentle deeds
Never can decay.

W. O. C., *in* "*School Festival.*"

LESSON LXX.

practice	novelty	undertaken	fairly
scales	diligent	especially	bravo
piano	tempting	bewitched	shoulder
bother	German	suddenly	approval

WHAT THE BIRDS SANG TO MINNIE.

1. "I think I will not practice to-day," said Minnie White. "I am tired of those old scales and exercises, and I do not feel a bit like it. There is nobody here to bother, so I will take it easy for once."

2. "Nobody here to bother," was only a way of saying that her mother was not at home, and she would not be disturbed by the old reminder, "Minnie, it is your practice hour."

3. She had been very anxious to take music lessons, and her father, who could not easily afford the expense, had nevertheless engaged a teacher, and bought a piano for her.

4. While it was a novelty she had been very diligent, and had shown a good natural talent for the study. But as more difficult things were undertaken, she began to grow rather careless and lazy about her practicing.

5. To-day the rain pattered against the windows, and the arm-chair beside the glowing coal fire looked as inviting as the new story book on the table was tempting.

6. So she turned her back upon the piano and the instruction book, and settled herself cozily to read. The story was a translation from the German, and the name of it was, "What the Bird Sang to the Children."

7. I have not time to tell you all the queer things it sang, for it was a very remarkable bird, and taught the children many wonderful lessons.

8. There was one of them, however, that seemed to be especially intended for Minnie; and this was it:

If a task is once begun,
Do not leave it till it's done;
Be the labor great or small,
Do it well, or not at all.

9. If Minnie had done her practicing before she began to read, this little song of the queer

little German bird would not have disturbed her in the least.

10. As it was, it made her uneasy; and when her own canary, hanging up in his cage before the window, suddenly began to sing, it seemed to Minnie as if he sang the very same words that were in the book —

Do it well or not at all.

11. She kept on reading, for the story was very interesting; but the canary kept on singing, too, and the shrill, clear notes kept repeating — "Never leave it till it's done!" "Do it well, or not at all" — till Minnie could not stand it any longer.

12. "I do believe that bird is bewitched!" she said to herself. "I think I will do my practicing, after all." And she put the book down, and went to the piano, and set herself to work with such a good will, that the scales and exercises fairly ran off her fingers, and seemed to play themselves.

13. "Bravo! well done!" said some one behind her, after awhile. "That is the way I like to see you go to work — as if you meant business." And there was her father, smiling approval as he looked over her shoulder.

14. Minnie did not know that he was in the house until he spoke; but his praise was very pleasant to her. What the bird sang to Minnie might very often be sung to other little girls, and I wish they would all commit the song to memory.

15. If a task is once begun,
Never leave it till it's done;
Be the labor great or small,
Do it well, or not at all.

MRS. BRADLEY.

LESSON LXXI.

elfin	realms	wooing	thwarting
pilot	clearly	guidance	undertaking
rely	faithless	endeavor	treacherous

BY-AND-BY.

1. There is a little mischief-making
Elfin, who is ever nigh,
Thwarting every undertaking,
And his name is By-and-By.

2. What we ought to do this minute,
Will be better done, he'll cry,
If to-morrow we begin it;
"Put it off," says By-and-By.

3. Those who heed his treacherous wooing
Will his faithless guidance rue;
What we always put off doing,
Clearly we shall never do.

4. We shall reach what we endeavor
If on Now we more rely;
But unto the realms of Never
Leads the pilot By-and-By.

LESSON LXXII

straight	coward	bearing	afraid
laughed	quarrel	deserved	clothes
deem	losing	confessed	forsake

THE BOLD BOY AND THE COWARD.

1. Two boys, John and Peter, were one day going home from school, when, on turning the corner of a street, John called out, "A fight! a fight! let us go and see it."

2. "No," said Peter, "let us go home; we have nothing to do with the quarrel, and may get into trouble."

3. "You are a coward, and afraid to go," said John, and off he ran to see it out.

4. Peter went straight home, and the next day as he was going to school some of the other

boys met him, and laughed at him a great deal for not going to the fight.

5. But he did not mind them much, as he had no reason to be ashamed of what he had done, and he knew that true courage is shown in bearing blame when it is not deserved.

6. A few days after, these boys were all bathing. One of them got into deep water and began to drown. The boys were afraid to go near him, and went out of the water as fast as they could.

7. The lad would very soon have been drowned had not Peter, the boy who would not go to the fight, and who had been laughed at by them as a coward, just then come up.

8. He at once threw off his clothes, jumped into the water, and reached the boy just in time to save him, and by great effort he brought him safe to shore.

9. The other boys were now all much ashamed, and confessed that Peter had more courage than any of them; for he had the courage to save others, even at the risk of losing his own life.

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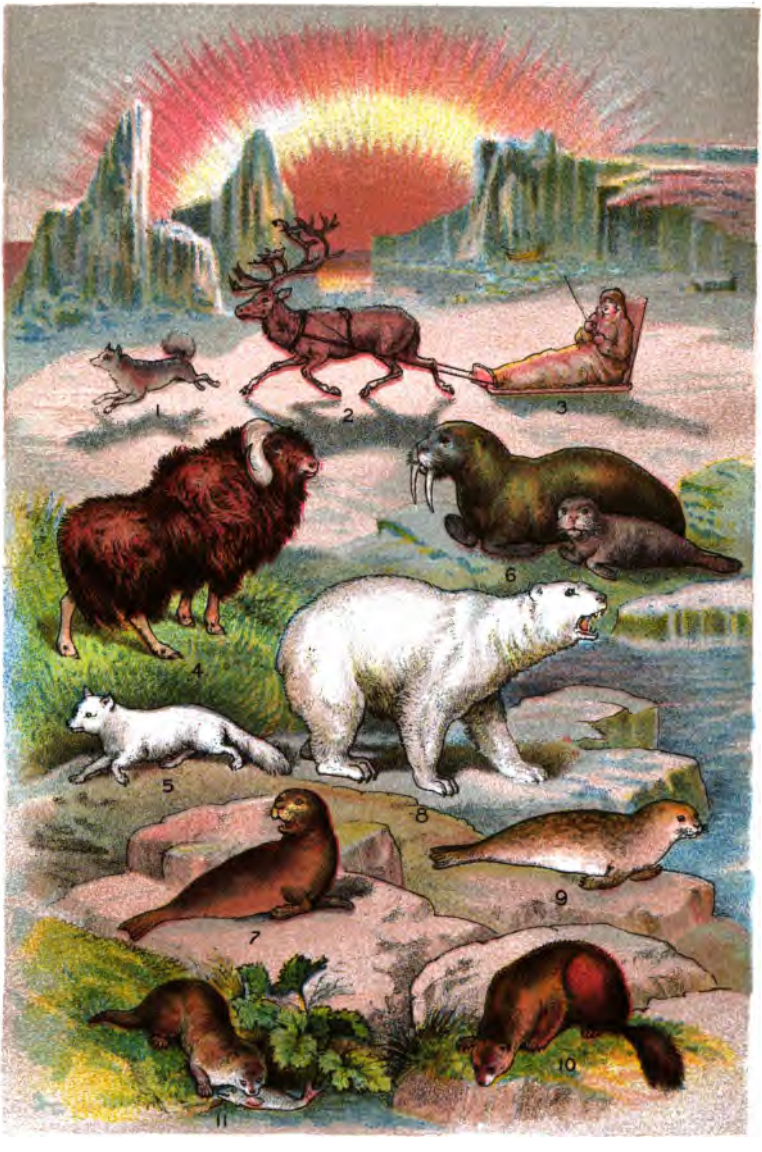
10. Dare forsake what you deem wrong,
Dare to do what you deem right,
Dare your conscience to obey;
Nor dare alone, but DO with might.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LESSON LXXIII.

Colby	interrupted	Sweden	chiefly
Ada	composition	travel	oil
Alfred	represented	occurred	intervals
polar	Wednesday	event	William
regions	reindeer	properly	aurora
noticed	Laplander	climate	borealis

MISS COLBY'S PICTURE.

Page 208.—1, Esquimau Dog; 2, Reindeer; 3, Laplander; 4, Musk Ox; 5, Arctic Fox; 6, Walrus; 7, Seal; 8, White or Polar Bear; 9, Spotted Seal; 10, Wolverene; 11, Otter.

1. Miss Colby is a teacher in a public school. When her pupils entered the school-room one morning they noticed a picture which their teacher had painted, and had hung over her desk.

2. The picture which you see on page 208 in this book is a copy of it.

3. "Children," said Miss Colby, "I wish each of you to write a composition about that picture."

4. "How can we write about it?" asked Alfred, interrupting her; "we don't know anything about it."

5. "I hate compositions!" exclaimed Ada; "I never could write compositions."

6. "Well, my young friends, when you are ready to hear me, I will proceed," said Miss Colby. Alfred and Ada blushed, and the other pupils were glad that they had not spoken.

7. Miss Colby continued: "I have written on the board the names of the animals represented in the picture.

8 "You may learn all that you can about them from books in the library. I will hear you read your compositions next Wednesday."

9. On the day appointed Miss Colby directed all books to be laid aside, and strict attention to be given to the reading of the compositions. Alfred was first called upon, and read the following:

ALFRED'S COMPOSITION.

10. Miss Colby's picture shows many animals found in the polar regions.

11. It is very cold there. The snow stays on the ground all the year. The ocean is covered with ice. The sun shines for six months, and then the night is six months long.

12. The man in the picture is driving a reindeer, which is harnessed to a sled. He is a Laplander. The Laplanders travel in that way. The reindeer can run very fast for a long time.

13. A reindeer once traveled eight hundred

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miles in forty-eight hours, but he dropped dead at the end of his journey. There is a picture of him in Sweden, where this event occurred.

14. The dog in front of the reindeer is an Esquimau dog. He is used by the Esquimaux as the Laplanders use the reindeer.

15. Several of these dogs are frequently harnessed to one sled, and they travel with it over the fields of ice.

16. I saw an Esquimau dog yesterday. He was perfectly white and very beautiful. He was the pet of the lady who owned him.

ALFRED BARR.

17. "That is very well written," said Miss Colby, "for a little boy. The words are all spelled correctly, and capitals are properly used."

18. Miss Colby examined the composition as she spoke, for Alfred had given it to her after reading it.

19. "Do they have only three meals in one of their long days?" asked John, who was very fond of his mother's pies.

20. His teacher smiled and answered: "People in cold countries eat more than those who live in warm climates.

21. "The Esquimaux eat animal food chiefly.

They like fat, and not only eat it freely but they drink oil also."

22. "Do the people in polar countries sleep six months at a time, and then keep awake and work six months?" asked Ella Brown.

23. "No; they must have sleep, as well as food, at shorter intervals than six months. They eat and sleep about as often as we do."

24. "Does it take the sun six months to go from the east to the west?" William asked.

25. "In the polar regions the sun does not rise in the east and set in the west, as it does here.

26. "If a person could stand exactly at one of the poles of the earth, the sun would seem to move around him, once in twenty-four hours, in a circle just above the horizon.

27. "At some other time I will illustrate this by means of the globe.

28. "Although the night is very long, it is not very dark. The stars are bright; and there is a wonderful light, which is frequently very brilliant, called the aurora borealis or northern lights.

29. "We sometimes see it during the winter in the northern sky; but it is not as bright here as it is in the polar regions."

LESSON LXXIV.

arctic	wôlverene	Miller	seal-skin
walrus	thief	frozen	Greenland
awkward	boa	barren	whales
fierce	musk	sickness	salmon
hibernate	sea-otter	starvation	stretched
glutton	Andrew	crews	Marshall

MISS COLBY'S PICTURE (CONCLUDED).

1. Miss Colby then called Ada, who arose and read her composition.

ADA'S COMPOSITION.

2. The large black animal near the center of the picture is a walrus, sometimes called the sea-horse; but he is not much like a horse. He travels slowly and awkwardly on land, or on the ice, but he swims rapidly.

3. His skin is more than an inch thick. Under his skin is a thick layer of fat, which helps to keep him warm.

4. The large white animal is a polar bear. He is very strong and fierce, and enjoys the storms and cold of the icy regions in which he lives.

5. He does not hibernate, or lie quiet during the winter, as most other bears do, but seeks

his prey during the long winter night as well as during the day.

6. Though bears are such fierce animals, they are very kind to their young. The mother bear will fight for her cubs, and will suffer herself to be killed rather than desert them.

7. The wolverene, or glutton, is called a thief, because he takes the animals which have been caught in traps set for them by the hunters.

8. Nearly all the animals which inhabit arctic regions are covered with fur, or with thick hair, even though they may live in the water almost as much as they live on land.

9. The seal, for instance, is much better adapted to the water than to the land; yet it has fur, from which muffs and boas and gloves are made. ADA MARSHALL.

10. After some remarks about Ada's composition, and about the musk ox, arctic fox and sea-otter, Miss Colby said that there would be time for another pupil to read. She asked Andrew Miller to read his composition.

ANDREW'S COMPOSITION.

11. How cold and dreary the arctic regions must be! No beautiful flowers are there, no grassy plains, no fields of waving grain, no sing-

ing birds. Nothing but ice and snow, and barren rocks and frozen earth, and the cold sea.

12. Many men have tried to sail in ships across the Arctic Ocean. Some have tried to reach the North Pole. But all have failed.

13. Many lives have been lost by sickness and cold and starvation. Ships have been frozen in the ice, and their crews have been compelled to abandon them, and escape in sleds and boats.

14. The people who live in the arctic regions of America are called Esquimaux. They are very ignorant, and, as they seldom wash themselves, they are very dirty.

15. In Greenland they usually live in houses built of stone, without any chimneys. The windows are made of dried seal-skin.

16. In other places they build their houses of wood, or of snow and ice, or of the bones of whales and walruses. Many of their houses are partly under ground.

17. They clothe themselves in furs. The women's boot-legs are so large that they use them for pockets. Sometimes they carry their babies in these boot-legs, and sometimes in their large fur hoods.

18. The Esquimaux build their sleds of wood or of bone. Sometimes they make them of sal-

mon, pressed and frozen together, and covered with ice.

19. When the weather becomes warm, and the sleds fall in pieces, the fish of which they are made is used for food.

20. The boats of the Esquimaux are made of seal or walrus skin stretched upon frames. The hunting boat is made for one person only. In it the Esquimau hunts, and is not afraid to attack even the polar bear.

ANDREW MILLER.

LESSON LXXV.

bodies	Indian	search	uncommon
sloop	canoe	wooden	Ptolemy
schooner	scooping	cemented	Egypt
brig	trunks	whalebone	Europe
packet	propelled	oars	hinge
frigate	oar-lock	prisoners	man-of-war
steam-boat	hatchet	employed	galley-slaves

ABOUT BOATS.

ROW-BOATS.

1. Many of you reside far from large rivers and great bodies of water, and consequently you have never beheld the different kinds of

boats which may be seen floating around such cities as New York or Boston.

2. Although you have never seen these boats, you have seen such names as sloop, schooner, brig, ship, packet, frigate, man-of-war, and steamboat.

3. I wish here to tell you what these words mean; and that you may the better understand their meaning, I show you pictures of some of the boats, to look at while I describe them.

THE INDIAN CANOE.

4. This is a picture of the Indian canoe. It is the most simple form of a boat. Most canoes are made by scooping out the trunks of trees.

5. In this rude boat the Indian seats himself, with paddle in hand, to guide him quietly along in search of game, or to pursue and make war upon his enemies.

6. Some canoes are made of bark, lashed to wooden ribs, and cemented with the pitch of pine. The Esquimaux of the arctic regions construct them of seal-skins and whalebone.

THE SKIFF.

7. The skiff may be called a canoe much improved. It is made by fastening narrow strips

of boards to a frame of wood, somewhat as the boards are put on the outside of a house.

8. The skiff is propelled by oars, which are made fast to the edges by hinges, or oar-locks. One man uses two of them at a time, while in the canoe he uses but one. Skiffs are in very common use now. On page 226 you will see a picture of one.

OTHER ROW-BOATS.

9. In the early ages of the world all vessels were moved by means of oars. It was very hard work to row them, and prisoners taken in war were compelled to do it, and often they became galley-slaves for life; that is, they always had to work with the oar.

10. It was not uncommon for as many as fifty or sixty persons to be employed in rowing one boat.

11. It is said that Ptolemy, a king of Egypt, built a boat so large that it took four thousand persons to row it.

12. This boat was more than four hundred feet long, about forty feet wide, and nearly fifty feet high.

13. But at length men discovered that by stretching pieces of cloth on poles, so as to catch the wind, their boats could be moved without oars.

14. This discovery is supposed to have been made by the inhabitants of the northwestern part of Europe. Boats moved in this way by the wind are called sail-boats.

LESSON LXXVI.

vary	mast-head	passengers	armed
stern	coasting	Albany	vessel
triangular	lumber	cutter	belonging
jib-sails	produce	rigged	Government

SAIL-BOATS.

1. There are many kinds of sail-boats. Some have one mast, some two, and some three. They vary also in other respects.

2. Each kind has a name of its own, so that any one who is acquainted with them can know by their names just how the boats look, and by the looks what its name is.

THE SLOOP.

3. A sloop is a vessel with but one tall mast, and one very large mainsail, which extends toward the stern. [See page 226.]

4. It has also a top-sail, which extends across the topmast, and two triangular jib-sails in front, which extend toward the lower mast-head.

5. Sloops are used for coasting between ports not very distant from each other. They carry lumber, produce and goods; and before steam-boats were made they carried passengers.

6. To go from New York City to Albany on a sloop, as people once did, often took ten days. Now the steam-boat goes the same distance in eight or ten hours.

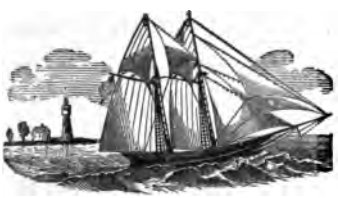
7. A cutter is a small vessel rigged like a sloop. It is generally an armed vessel belonging to the Government, and it usually sails with a ship-of-war.

LESSON LXXVII.

schooner	hauled	spanker	booms
gaffs	encircle	cannon	zigzag
angular	halyard	specified	fore-sail
pilot	tacking	stationary	mizzen-mast

SAIL-BOATS (CONCLUDED).

THE SCHOONER.



1. A schooner is a sloop with two masts instead of one. The rigging and sails of the schooner and sloop differ entirely from those of other vessels.

2. The main-sail and the fore-sails of the schooner are attached to poles. The upper poles are called gaffs; the lower ones are called booms.

3. The top-sails on the mast, in most schooners, are angular, and one large jib-sail is more commonly used than two. This is the case with those fine schooners known as the New York pilot boats.

4. The sails are fastened to hoops, which encircle the masts loosely, and are hauled up from the deck by ropes, called halyards.

5. The gaffs, supporting the sails, swing from one side of the vessel to the other, as the wind changes; and also in making "tacks."

6. Tacking means the sailing against the wind. It is running the vessel sometimes to the one side of the course in which the captain wishes to go, and sometimes to the other, like walking zigzag on a straight road.

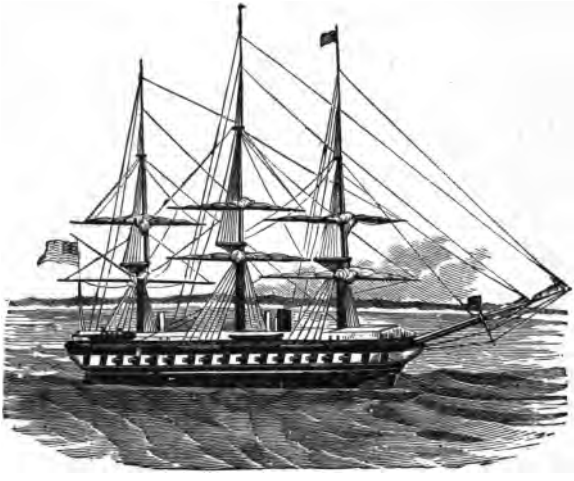
THE BRIG.

7. A brig is a vessel with two masts, but the rigging is very different from the rigging of a sloop or schooner.

8. A brig has the same kind of rigging that a ship has, with the exception of the one sail in the stern, which is like the main-sail of the sloop.

9. This stern sail is called the spanker. It is not stationary, but swings from side to side as the wind changes, and those who happen to be in the way when it swings are pretty sure to get hit.

10. A ship is the largest of sailing boats. It



MAN-OF-WAR.

has three masts. Their names are fore-mast, main-mast and mizzen-mast. The mizzen-mast is in the hind part of the ship.

11. A packet is a ship or other vessel employed to run between places at stated times and for specified purposes.

12. A frigate may be either a large or a small vessel, but the name is commonly applied to a

ship-of-war, which has several decks, and carries many guns or cannons for war purposes.

13. A man-of-war is a government vessel, used only for war purposes. It is a war-ship, or ship-of-war. Many ships are propelled by steam as well as wind.

LESSON LXXVIII.

skiff	record	practical	Englishman
canals	canvas	Richmond	navigation
engine	channels	scenery	outstretched
Fulton	problem	Savory	suggested
Clyde	England	century	application
Neptune	marquis	paragon	machinery
Hudson	steamers	Worcester	inconveniences

STEAM-BOATS.

1. How unlike the Indian canoe and the skiff is the steam-boat, and it has very little resemblance to the sail-boat.

2. The skiff is pushed by oars in a man's hand, the sail-boat is driven by the wind that pushes against its outstretched canvas.

3. When there is no wind the sail-boat must lie still, and the constant tacking in the head-wind makes the progress slow, and is practical only where there is plenty of sea room.

4. In narrow channels, such as rivers and canals, the sail-boat is of little use unless the wind is fair. How to overcome these inconveniences was a problem which men set themselves to solve.

5. In 1663 the Marquis of Worcester, an Englishman, suggested the idea of steam as "a way to drive up water by fire."

6. Little attention was paid to his suggestion at the time, and not till 1698 was an engine made, when Captain Savory made one for raising water.

7. The first idea of steam navigation was suggested in 1736, by a man named Hills; but no one was able to make the idea practical till nearly a century after.

8. In 1807 Robert Fulton, an American, made a steam-boat which carried himself and a few passengers from New York City to Albany in thirty-three hours.

9. The name of this boat was The North River, and its passage from New York to Albany in the summer of 1807 was the first successful steam navigation on record.

10. The next three steam-boats in the world were the Car of Neptune, in 1808, the Paragon, in 1811, and the Richmond, in 1812. They were all built and owned in New York. The first

steam-boat in Europe was made in 1812, and ran on the river Clyde.

11. The steamers of those days were crude as compared with those of to-day. The discovery of the power of steam, and its application to machinery, has proved to be among the most important made by man.

12. Our picture on page 226 shows the three classes of boats about which I have been telling you in these lessons, viz.: the row-boat, the sail-boat, and the steam-boat. Each kind has found its place, and in its place each is necessary to man.

13. Our picture also shows a scene on the Hudson river. This river is famous, as being the one on which the first steam-boat ran, and as still carrying some of the most beautiful steamers in the world; but it is more especially famous for the great variety and beauty of its scenery.

Questions.—What three kinds of boats are mentioned in these lessons "About Boats"? What is the first kind mentioned? What is the first boat mentioned? Of what are canoes made? How? What is the difference between a canoe and a skiff? What can you say of the other row-boats mentioned? Who was Ptolemy? Where is Egypt? Name some kinds of sail-boats. What drives them through the water? Describe a sloop; schooner; brig; ship. Are all of these boats always driven by wind alone? How do steamboats differ from the kinds named? Who made the first steamboat? When? Where did it run? Name some other steamboats.

LESSON LXXIX.

freeing	grapes	knitting	orchard
raking	ironing	plucking	gathering

HELPING PAPA AND MAMMA.

LITTLE BOYS.

Planting the corn and potatoes,
  Helping to scatter the seeds,
Feeding the hens and the chickens,
  Freeing the garden from weeds,
Driving the cows to the pasture,
  Feeding the horse in the stall —
We little children are busy;
  Sure there is work for us all,
    Helping papa.

LITTLE GIRLS.

Sweeping, and washing the dishes,
  Bringing the wood from the shed,
Ironing, sewing and dusting,
  Helping to make up the bed,
Taking good care of the baby,
  Watching her lest she should fall —
We little children are busy;
  O, there is work for us all,
    Helping mamma.

LITTLE BOYS.

Spreading the hay in the sunshine,
  Raking it up when 'tis dry;

Plucking the apples and peaches,
Down in the orchard hard by;
Picking the grapes in the vineyard,
Gathering the nuts in the fall—
We little children are busy;
Yes, there is work for us all,
Helping papa.

ALL.

Work makes us cheerful and happy,
Makes us both active and strong;
Play we enjoy all the better
When we have labored so long;
Gladly we help our kind parents,
Quickly we come to their call;
Children should love to be busy,
There is so much work for us all,
Helping papa and mamma.

LESSON LXXX.

Martin	attentively	potatoes	kindly
earned	ragged	carriage	limbs
handsome	coach	earnest	servants
tutor	joking	crutches	patient

MARTIN THE ERRAND BOY.

1. Little Martin was a poor boy who earned his bread by doing errands. One day he was returning from a village, which was quite dis-

tant from his home, and feeling tired, he sat down under a large tree, near an inn, to rest.

2. While he sat there, eating a piece of bread which he had taken for his dinner, he saw a handsome carriage driving up, in which sat a young gentleman and his tutor.

3. Martin looked at them very attentively, and then looked at his crust of bread, and at his ragged clothes and old cap, and he could not help sighing as he said, half aloud, "O dear! if I were but that young gentleman, instead of being poor Martin the errand boy; how I wish I could change places with him."

4. The tutor chanced to overhear what Martin said, and he told it to his pupil, who, leaning out of the coach window, beckoned Martin to come near.

5. "So, little boy," said he, "you would like to change places with me, would you?"

6. "I beg pardon, sir," replied Martin, "I meant no harm by what I said."

7. "I am not angry with you," said the young gentleman; "on the contrary, I am quite willing to change places with you."

8. "O, now you are joking!" cried Martin, "no one would wish to change places with me, and least of all a gentleman like yourself.

9. "I am obliged to walk many miles every day, and seldom have anything but dry bread or potatoes to eat, while you may ride in your nice carriage and have whatever you desire."

10. "Well," said the young gentleman, "if you will give me all you have that I have not, I will in return give you everything that belongs to me."

11. Martin stared, for he did not know what to say; but the tutor desired him to answer. "Do you agree to change?" said he.

12. "O yes," said Martin, "I do indeed, if you are in earnest. How the people in our village will wonder to see me coming back in this grand coach!" And Martin laughed at the idea.

13. The young gentleman then called his servants, and they opened the coach-door and helped him to get out. But what was Martin's surprise, on seeing that both his legs were quite crooked, and of no use to him!

14. He was obliged to lean upon crutches for support; and on looking at him more closely, Martin saw that his face was pale and thin, like that of a person who is often ill.

15. The young gentleman smiled kindly on Martin, and said, "Well, my lad, do you still wish to change situations with me? Would you,

if you could, give up your rosy cheeks for the sake of driving in a carriage, and wearing a handsome coat?"

16. "O, no, not for the world!" said Martin.

17. "And I," said the young gentleman, "would gladly be poor, if I only had the use of my limbs; but as it is God's will that I should be lame and sickly, I try to be patient and cheerful, and to be thankful for the blessings he has left me.

18. "And you, my young friend, must do the same, and remember that if you have poor clothes and hard fare, you have health and strength, which are far better than a coach and horses, and what money can buy."

LESSON LXXXI.

influence	therefore	fragrance	sunbeam
genial	ceaselessly	blithe	gladdening

LITTLE TEACHERS.

GIRL.

Little bird upon the tree,
What is that you say to me?

BIRD.

Let your lot be what it may,
Keep a cheerful heart, I say.

GIRL.

Little flower, so bright and fair,
Breathe your lesson on the air.

FLOWER.

Be your influence, day by day,
Shed like fragrance round, I say

GIRL.

Little fly, with silvery wings,
Say, what lesson do you bring?

FLY.

Soon your life will pass away,
Therefore use it well, I say.

GIRL.

Little sunbeam, shining bright,
Teach me something by your light.

SUNBEAM.

Be you genial, blithe and gay,
Gladdening all around, I say.

GIRL.

Little brook, so fresh and clear,
Speak your lesson in my ear.

BROOK.

As you go upon your way,
Mark your path with good, I say.

GIRL.

Little star, with twinkling light,
Tell me what you say at night.

STAR.

Small may be the part you play;
Yet perform it well, I say.

GIRL.

All things that on earth I see
Seem to have a voice for me;
Ceaselessly, by night and day,
"Learn the truth we teach," they say.

A. G. STANTIALL.

LESSON LXXXII.

combs	combing	shaggy	disappointed
rubber	imagined	suppose	Humpty-dumpty

WHAT THE RUBBER COMB DID. [I.]

1. "Combs can not blow, can they?"

2. "No, of course not," answered Mary.

3. "What makes you ask that question?" said I.

4. "When I was combing my hair this morning, I thought I felt something blow on my face, as I put the comb to it," said John.

5. "Nonsense!" said Mary, "you only imagined it."

6. "What kind of a comb was it?" I asked.

7. "It was a black one."

8. "Was it horn or rubber?"

9. "It was a black rubber comb," said Mary.

10. "Suppose you bring the comb here and show Mary and me what it did?"

11. "It will not do it now," said John, as he came with the comb, looking disappointed.

12. "Well, never mind, John. May be it will do it some other day; and I would try it in the dark, too."

13. "Why would you try it in the dark?" John asked.

14. "Perhaps you could see something if you did," I said.

15. "What; see something in the dark?"

16. And John wondered still more when I told him that I would try the comb on Humpty-dumpty, our great shaggy dog.

LESSON LXXXIII.

understand	rapidly	feathers	sprang
reaching	suggested	contrary	magnet

I DO NOT UNDERSTAND IT. [II.]

1. Two or three mornings after, John came pounding at my door before breakfast. When I let him in he cried, "It blows now, sure!"

2. "What blows?"

3. "Why, the comb."

4. I took the comb from his hand, and putting it to my cheek, said, "I do not feel any wind from it."

5. "That is not the way," he said, reaching out for the comb. "You must do this first;" and he ran the comb rapidly through his hair a few times, then held it to his cheek, saying, "I can feel it plainly."

6. "See if it will blow these," I said, stripping some bits of down from a feather, and laying them upon the table.

7. John repeated the combing, then held the comb near the down, expecting to see the light stuff blown from the table. To his great surprise it was not blown away at all; but on the contrary, it sprang toward the comb, then dropped off again.

8. "That is queer," said John.

9. I excited the comb again, and held it near the back of my hand, calling John's attention to the fact that all the fine hairs stood up when the comb came near them.

10. "May be the comb is a magnet," suggested John, seeing its attraction for light hairs, as I held it over them. I took a small magnet from

my table-drawer, and held it near the feathers and hair.

11. It did not stir them, no matter how much I rubbed it. It picked up a needle, though, very quickly. Then I rubbed the comb, and though it attracted the feathers it had no effect on the needle.

12. "Is that like a magnet?" I asked.

13. "Try this horn comb," said I.

14. John tried it; but comb his hair as he might, the horn would not draw anything. Then he tried a shell comb, and an ivory comb, but neither of them acted as the rubber comb did.

15. "I do not understand it at all," said he.

16. "Nobody does fully," I said; but if you keep trying you may learn a good deal about it in time.

LESSON LXXXIV.

subject	briskly	storm	muff
crackled	knuckle	Neb	apparently
library	pompously	sheepskin	sofa

WHAT IS IT? [III.]

1. It was several days before the subject was brought up again. "I've been watching a long time," said John, "and I began to think it would

never happen again; but it is a first-rate day to-day."

2. "Have you found out anything new?"

3. "Not much," said John. "I tried Humpty, and the comb crackled more than ever. What makes it do that?"

4. "I think we will have to study that to-night," I replied. "Where is Humpty?"

5. "In the kitchen. Shall I call him?"

6. "If you please; bring pussy, too."

7. We went into the library, and put out the lights. I drew the comb briskly through John's hair, making it snap and sparkle beautifully.

8 "See," I said, bringing the teeth of the comb opposite to my knuckle, "this is what makes the snapping."

9. "How pretty!" John cried, as the tiny sparks flew from the comb to my knuckle.

10. "What is it?"

11. "Lightning," said I.

12. "Lightning! in my hair?"

13. "Certainly; let me comb out some more," I said.

14. John was almost afraid of himself when I brought more sparks from his head.

15. "Folks better look out when I'm around," said the little fellow, pompously.

16. "Mary says I make as much noise as a thunder-storm sometimes; I guess it is the lightning in me. Somebody will get hit yet."

17. "Let us try Neb," said John; but Neb had no notion of being rubbed the wrong way. As soon as the sparks began to show, his patience gave out, and he went off with a rush.

18. After that we tried the sheepskin rug, Mary's muff, and several other things of the sort, getting sparks from all of them.

19. "Everything seems to have lightning in it," said John.

20. "Apparently; but you can not make it show in everything alike — any way, not by rubbing. Try the chair back, the table, the sofa, and such things."

LESSON LXXXV.

generally	accumulates	slippers	forefinger
electricity	chance	glimmer	charge
escapes	echoes	beetle	bade
catcher	laughing	kissed	rogue

A LITTLE THUNDER-STORM. [IV.]

1. "Generally, when two things are rubbed together, the lightning, or electricity, as it is

commonly called, escapes quickly. When it can not do that it accumulates, as it does in the rubber comb, and goes off with a snap when it gets a chance.

2. "When a cloud contains more electricity than it can hold, some of it jumps to another cloud or to the earth, making a flash of lightning. The thunder is its big snap and the echoes of it. Are your slippers quite dry?"

3. "I think so," said John, wondering what that had to do with lightning.

4. "I think the fire has been burning long enough to make the carpet quite dry," I said, turning on just a glimmer of light. "If it has, you can make a little thunder-storm of yourself, easily."

5. "Just spin around the room a few times without taking your feet from the carpet."

6. John spun around like a water-beetle for a minute or two; then I stopped him, and told him to reach out his forefinger.

7. When he did so I reached my forefinger to his, and as the points came together — snap! went a spark between them. "O!" cried John, and he put his finger in his mouth.

8. "Did it burn you?"

9. "No, but it scared me." John was not so

badly scared, however, but he wanted to try it again and again.

10. "Wouldn't it be fun to give Mary a shock?" said John.

11. "Charge yourself again," I said; "then come to me with your hands down." John did as I bade him. I stooped and kissed him on the mouth.

12. Just then Mary came to tell the young lightning catcher that it was time to go to bed.

13. "All right," said the little rogue, cheerily skipping about the room. "Kiss me good night, Mary, but do not touch me with your hands."

14. Mary gave the kiss, and got in return what she did not expect.

15. "You little rogue," she cried, "you have a pin in your mouth."

16. "No, I have not," he said.

17. "It is a piece of rubber, then."

18. "No."

19. "What was it, then, that pricked me?"

20. "Lightning," said John. "See!" and he skipped a few times across the floor, then gave her a spark from his finger. Then he ran off to bed, laughing at Mary's surprise.

LESSON LXXXVI.

Godfrey	Gustavus	Nore	penance
Gordon	Gore	plague	threatened
wrung	buoy	voyage	Singapore

SHUT THE DOOR.

1. Godfrey Gordon Gustavus Gore—
No doubt you have heard the name before—
Was a boy who never would shut a door.

2. The wind might whistle, the wind might roar,
And teeth be aching and throats be sore,
But still he never would shut the door.

3. His father would beg, his mother implore,
"Godfrey Gordon Gustavus Gore,
We really do wish you would shut the door!"

4. Their hands they wrung, their hair they tore,
But Godfrey Gordon Gustavus Gore
Was deaf as the buoy out at the Nore.

5. When he walked forth the folks would roar,
"Godfrey Gordon Gustavus Gore,
Why don't you think to shut the door?"

6. They rigged out a shutter with sail and oar,
And threatened to pack off Gustavus Gore
On a voyage of penance to Singapore.

7. But he begged for mercy, and said, "No more!
Pray do not send me to Singapore
On a shutter, and then I will shut the door!"

8. "You will," said his parents; "then keep on shore;
But mind you do! for the plague is sore
Of a fellow who never will shut the door,
Godfrey Gordon Gustavus Gore!"

GOOD THINGS.

LESSON LXXXVII.

donation	lakes	browsed	sumptuous
unfitted	circus	prairie	consciousness
traveled	stall	turnip	disappointment
develop	starve	wretched	notwithstanding

THE HORSE'S DONATION PARTY.

1. "A donation party for a horse!" you exclaim, and I do not wonder. Horses do not often have donation parties made for them; but I know horses that need them bad enough, don't you?

2. But may be you will think that this story is just one of Uncle John's made up stories, if I do not tell you right here, before you read it, that it is true.

3. It happened in a city not a long way from one of the great lakes of the West. The city

was not very large then, but it is now; and the young men who got up the party are not very old yet.

4. I would tell you just where it happened, but the "old doctor," who feels ashamed enough now for the part he acted, would then be certain to think, every time you met him, that "you knew he did it"; and so, "as ye would that men should do to you" I will do for him.

5. Our "Hero" was a circus horse, one of those beautiful, spotted ones, so knowing and so gentle. He had learned many tricks, and for many years he had traveled over the country showing them off to amuse the little folks, and the big ones, too.

6. But at last his circus days were over. An accident had unfitted him for travel, and rendered him useless; still his kind-hearted owner loved him, and cared for him as one friend would care for another.

7. A certain rich doctor offered to take him. He would care for him tenderly. "A horse is such a noble animal," he said, and he "loved horses so much." The beautiful horse was taken to his stable, and the circus moved on.

8. For awhile the doctor did even more than he promised. He thought the horse could be cured, and would he not then own the finest

animal in town? But he was mistaken; the horse could not be cured, and the doctor soon found it out.

9. Did a consciousness of his mistake make him kinder? Was the stall made warmer, the bed softer, and the food better and more plentiful? "A horse is such a noble animal," and then he "loved horses so much." This is what we might have expected.

10. May be the doctor did not know himself till his disappointment came. May be his neighbors did not know him. It takes great occasions often to develop what is in a man. This disappointment was the one that developed the doctor. He turned the old horse into the street to pick his own living or — starve.

11. It was late in the fall. The leaves had fallen and the frost had killed the prairie grass. The horse browsed among the bushes, and now and then got a bite of hay from the farmer's wagon as it stood in the street, or a turnip or potato from the grocer's shop.

12. But notwithstanding this "sumptuous fare," his flesh wasted — his beauty faded. Hungry and wretched, he wandered through the streets day after day, calling for pity. He did not call in vain, as the next lesson will show you.

LESSON LXXXVIII.

poem	dimes	marshal	indignant
stable	purses	citizens	rebuked
proceeds	fiddle	blanket	procession
procure	bugle	heartless	unsightly
public	trumpet	marched	contribute
square	ribbons	entitled	occasion
fancy	decked	newspaper	enthusiasm

THE HORSE'S DONATION PARTY (CONCLUDED).

1. The story of the circus horse soon became known, and the kind-hearted people were indignant, and rebuked the heartless doctor. And this is the way they did it.

2. A "donation party," suggested one. "A grand idea," said his friend. "Splendid," said another. And so it was agreed to have a donation party for the old circus horse in the public square.

3. The newspapers told the story in fitting words, and it touched the hearts of the readers far and near.

4. When the day arrived the horse was decked with ribbons, and a fancy blanket covered his unsightly ribs. A band of music (gotten up for the occasion), and many citizens, gathered around the "Hero" of the day.

5. The procession marched. First in order, the marshal of the day; then came the band with trumpet and bugle, with fiddle and drum. Next came the horse, carrying on his back the young man who first suggested the party. Then followed the citizens.

6. And so they marched through street after street to the "public square," where they were received with waving flags, amidst the cheers of the people and the booming of guns, as shown in our picture on page 244.

7. A touching speech was then made, and many purses were open to contribute their dimes and dollars; and loads of hay and bags of corn and oats were piled on the square.

8. Some one had written, for the occasion, a poem, entitled "Why should the poor despise the rich?" Many copies were sold, and some young men sang it with great enthusiasm.

9. When night came the horse had food "enough and to spare," till the grass should come again in the spring; and there was enough money to procure a warm stable and good care for the winter.

10. The young men who had most to do in getting up the party were put in trust of the

proceeds. It is not necessary to say that the horse had the best of care.

11. This is the way the old circus horse came to have a donation party, and it is not so very strange after all, is it?

LESSON LXXXIX.

foreign	freedom	hurra	mouthed
symbol	jubilee	proudly	witnessed

THE AMERICAN FLAG.

SON.

Father, look up and see that flag;
How gracefully it flies!
Those pretty stripes — they seem to be
A rainbow in the skies.

FATHER.

It is your country's flag, my son,
And proudly drinks the light,—
O'er ocean's waves, in foreign climes,
A symbol of our might.

SON

Father, what fearful noise is that,
Like thundering of the clouds?
Why do the people wave their hats,
And rush along in crowds?

FATHER.

It is the loud-mouthed cannon's roar,
The glad shouts of the free;
This is the day to memory dear,—
'Tis freedom's jubilee.

SON.

I wish that I was now a man,
I'd fire my cannon, too,
And cheer as loudly as the rest,—
But, father, why don't you?

FATHER.

I'm getting old and weak — but still
My heart is big with joy;
I've witnessed many a day like this,—
Shout you aloud, my boy.

SON.

Hurra for freedom's jubilee!
God bless our native land!
If duty calls I'll hold the sword
Of freedom in my hand.

FATHER.

Well done, my boy, forever love
The land that gave you birth;
A home where freedom loves to dwell,—
The happiest land on earth.

LESSON XC.

gnawing	cupboard	substance	example
ceiling	woodman	enamel	mostly

HOW DO THE GNAWERS GNAW?

1. Gnaw, gnaw, gnaw! Did you ever hear the little mice gnawing in the ceiling, or the floor, or the cupboard?

2. They often seem to do it just "for the fun of it," but sometimes they do it because we lock their food out of their reach.

3. The rats gnaw, too, and so do the squirrels and the rabbits; but the greatest gnawers of all are the beavers. They will even gnaw down trees.

4. When they want the tree to fall a certain way, they gnaw it the most on that side, as the woodman cuts in felling trees.

5. One would think that so much gnawing would dull their teeth, or wear them away, so that after a little while they could not gnaw at all.

6. It is very certain, if we should take to gnawing as they do, that we would soon have to give it up for want of teeth.

7. But the more these animals gnaw, the bet-

ter they can gnaw. That is the way they keep their teeth sharp — by gnawing. How do they do it? Would you like to know?

8. Did you ever notice a chisel? The edge side is made of hard steel, the other side, or back, is made of soft iron. This is the way the teeth of all these gnawers are made. "Gnawers" is the name given to all these gnawing animals.

9. I do not mean that their teeth are made of steel on one side, and of iron on the other, but that they have on one side a thin hard plate, while on the other side they are softer.

10. This thin hard plate is made of a substance called enamel. The softer side of the teeth is made of ivory, the same as our teeth are.

11. When children are all of the time doing something, we often say they are "as busy as beavers." Beavers are very busy creatures, and in this respect they set us a good example.

12. But in another respect we should not follow their example: they do all of their work in the night, we should do our work mostly by daylight.

13. Why do beavers keep so very busy? What do beavers do? What are beavers, any way? I can almost hear John, and Peter, and

Julia asking these questions while I sit here by my desk writing.

14. I suppose the other children would also like me to tell them about the beavers, and in the next lesson I will do so.

LESSON XCI.

glossy	adapted	mechanics	railroads
chestnut	woodchucks	divers	depth
varies	foxes	webbed	plastered
scales	raccoons	rudder	playful

THE BEAVER.

1. A beaver is an animal about three feet long. The hair is fine, smooth and glossy; its color is generally chestnut; but it varies, and sometimes we find beavers that are black, and I have heard of some that were cream-colored, and of some that were white, and of others that were spotted.

2. They have two coats of hair, one very fine and thick, and quite short; the other coarser, thinner and longer, so that you might think the hair was no finer than a cat's, if you did not look through the long coat.

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3. The tail of the beaver is a very curious thing. It is about a foot long. It is broad and flat. Instead of hairs it has scales, much like the scales of a fish. One would almost think it was a natural sled or drag, it is so well adapted to carrying loads.

4. Beavers are busy because they have so much to do. They do not burrow in the ground,

as woodchucks and foxes do; nor do they make warm nests in the hollow trees, as the squirrels and the raccoons and the bears do.

5. They are natural mechanics, and they build houses for themselves, and they build them in the water, too. They like water, they are great

swimmers and divers, and they do most of their traveling in it.

6. They have five toes on each foot. The second hind toe has a double claw. Their hind feet are webbed, like a duck's foot, and make good paddles, while the flat tail makes a good rudder.

7. Beavers do not work alone. Many of them, sometimes several hundred, form themselves into a company, appoint a leader, and work together as men do to build railroads and bridges.

8. If they can not find a good place for their houses, they make one, by building a dam across a stream. They do this so as to have plenty of water all the time; for the doors of their houses must be under the water, and so deep down as never to freeze. How do you think they get into their houses?

9. One beaver in our picture is cutting down a tree to start a dam. The tree will fall across the stream, and then the beavers will put in brush, chunks of wood, and stone, and clay.

10. The wood and brush they will float down the stream, and the stones too; but as the stones can not float of themselves, the beavers help them to do so by taking them in their fore paws and floating with them.

11. It is said that when they go for mud, two go together, and that one loads the other, putting the load on the tail, which they draw as boys do sleds. If this is true, and I believe it is (for a man who watched them at work one night says he saw them do it), then you see that their tails are really natural sleds, and were made so for a wise purpose.

12. The dams are made high enough to raise the water to the depth they want it, and so strong that they are not often washed away.

13. The water brings down sticks and dirt, and with what the beavers do, the dams, after a few years, become so wide and firm that teams can cross them with loads.

14. Each house has two floors. The lower is under water, and on it their winter's store of food is kept. The upper floor is higher than the water, to give dry places to live and sleep in. Several, sometimes as many as thirty, live in one house.

15. Their houses, which are built of sticks, and stones, and mud, are made very thick, so as to keep out not only Jack Frost, but all other things that would hurt them. They are smoothly plastered inside, and the beavers live in them, year after year, if they are not disturbed.

16. Beavers sometimes make tunnels from one house to another, so that they can visit each other without going out-doors. But perhaps they make the tunnels so that if one house is broken into, they can go into another and avoid being caught.

17. The fur of the beaver is very valuable, and so many of them have been caught by trappers, that there are but few left in the country. Over fifty thousand skins were sold at one time by a company of trappers, and in one year there were sent, from Canada alone, nearly two hundred thousand beaver skins.

18. A beaver is not a cruel animal. If caught when young it readily becomes tame, and stays about the house like a dog; but it is not so playful nor is it so nice a pet, as a dog.

LESSON XCII.

grief	idler	fearing	forehead
lieth	heavy	languor	sprinkling
slave	waken	toiling	brightness
broil	listless	daughter	buoyant

DON'T LET MOTHER DO IT.

1. Daughter, don't let mother do it;
Do not let her slave and toil,
While you sit, a useless idler,
Fearing your soft hands to soil.

Don't you see the heavy burdens
Daily she is wont to bear,
Bringing lines upon her forehead,
Sprinkling silver in her hair?

2. Daughter, don't let mother do it;
Do not let her bake and broil
Through the long, bright summer hours;
Share with her the heavy toil.
See, her eye has lost its brightness,
Faded from her cheek the glow;
And the steps that once were buoyant,
Now are feeble, weak and slow.

3. Daughter, don't let mother do it,
She has cared for you so long;
Is it right the weak and feeble
Should be toiling for the strong?
Waken from your listless languor,
Seek her side, to cheer and bless,
And your grief will be less bitter
When the sods above her press.

4. Daughter, don't let mother do it;
You will never, never know
What were home without a mother,
Till that mother lieth low —
Low beneath the budding daisies,
Free from earthly care and pain:
O, then seek her cares to lighten
While thy mother doth remain!

LESSON XCIII.

frigid	hairless	hippopotamus	fretted
regions	poisonous	rhinoceros	blackboard

TORRID ZONE ANIMALS.

[Page 261.—1, Cape Buffalo; 2, Tapir; 3, Sable Antelope; 4, Hippopotamus; 5, Hyena; 6, Giraffe; 7, Leopard; 8, Zebra; 9, Elephant; 10, Gemsbok; 11, Rhinoceros; 12, Lion; 13, Monkey; 14, Camel; 15, Tiger; 16, Gorilla; 17, Armadillo; 18, Jackal; 19, Peccary; 20, Kangaroo; 21, Porcupine.]

1. I suppose most of my little readers have been to a menagerie, not to such as Carl had, when he played that the cat was a tiger, and old Rover an elephant, but to a real menagerie, where tigers and lions, and hyenas, and ever so many animals, were kept in cages.

2. The animals in a menagerie were not always in the cages, but most of them were once wild, and free to roam as they pleased, in their own native countries.

3. Some came from the cold regions of the North, some from the hot, sunny South, and some of them once lived in the wilds of our own country.

4. On page 153 you will find a picture of some of the wild animals of the temperate zone; that is, of the zone in which we live. The

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beautiful little squirrels and rabbits are there, and so are the wolf, and the great ugly bear, and many other animals of which the lesson tells you.

5. You will also find, on page 208, pictures of some of the animals that live in the cold, frigid zone of the north. How cold that picture looks! it almost makes one shiver to look at it.

6. Up in that region are snow and ice most of the time, for it is much colder there than it is here, and I do not doubt that you think it is very cold here sometimes — so cold that you have often wished you lived where it was warmer, where the biting frosts never came.

7. Well, I think of going down into that warm country soon, to see what kind of a place it is, and what animals are there, and, if you wish, you may go with me.

8. We shall have to be very careful when we get there, for many poisonous snakes crawl among the grass and the bushes, and some climb trees and watch for animals to come along. If we do not keep a sharp lookout they will pick us up as we walk among the trees, and eat us, for they are large enough to do it.

9. Here, where we live, you know that the

cold weather stops the growth of the grass, and of the bushes; even the great trees have to keep still and take off their hats when Jack Frost comes along.

10. But down there in the torrid zone Jack is just no king at all, and the trees, and the vines, and the bushes, and the grass, and the little rills, laugh him in the face, and keep right on, dancing and running and growing all the time.

11. So, as I said before, we must keep a sharp lookout for the creatures, because the ground is so thickly covered with tall grass, and bushes, and vines, that we could not see through them very readily. It is in these places that the snakes, and the tigers, and the hyenas, and the lions, will watch for us; while the leopard and the jaguar will crouch on the limbs of the trees, ready to spring upon us as we pick our way among the bushes.

12. If we get safely out of the woods a pack of hyenas may chase us, and, if we are not pretty near to some safe retreat, we may as well give up coming back north, for they are very savage and have a terrible bite.

13. If we go very quietly down to the rivers we may see a drove of large animals, dark-colored and hairless, sporting in the water; it may

be a drove of elephants, and it may be a drove of those animals with long, hard names.

14. I will write one of these names on the blackboard, so that you can learn its looks and how to pronounce and spell it: hip-po-pot'a-mus. When there are more than one they are called hip-po-pot'a-mus-es. We may see a drove of these animals in the water, for they love it dearly.

15. Or it may be that we will see the rhi-noc'-e-ros, for many of them often go to the rivers to bathe. If we do see them, and they happen to be fretted by our being there — and they are easily disturbed — we will have to run away, or run the risk of being taken up on their big sharp horns, which would not be pleasant for us.

LESSON XCIV.

tapir	excused	gemsbok	eland
jaguar	venture	zebra	kangaroos
peccary	porcupine	giraffe	gorilla
armadillo	antelope	compelled	silent

TORRID ZONE ANIMALS (CONCLUDED).

1. In the bushes near the river we will find the tapir. He is about as large as a cow. He

has a nose which he uses as the elephant does his, but it is very much smaller.

2. The tapir likes the water nearly as well as those large animals named in the last lesson. I do not think that he can walk on the bottom of the river as well as the hippopotamus can; but he can stay under the water long enough to drown a jaguar that lights on his back.

3. Jaguars like tapirs very much; that is, they like to eat them. The tapir does not seem to like the jaguar. May be it is not pleasant to the tapir to be torn in pieces and eaten up by him. I should not think it would be.

4. There is a little animal down there, not bigger than a pig, that will attend to the jaguar if he does not get out of his way. The peccaries would just as soon fight him as not; and though they are so small, there are not many animals that do not run away from them to avoid the bite of their sharp teeth.

5. The armadillo is somewhat like the peccary. He eats anything and everything that is at all eatable, but when it comes to fighting he begs to be excused; still he will not stand quietly to be eaten up, nor will he run away from his foe. What does he do?

6. He rolls himself up into a ball — head, tail

and feet, all inside of the hard shell which he carries on his back; and as the ball is too large for one mouthful, and the shell too hard and too smooth to be broken by the claws or teeth of other animals, he is not often injured.

7. The porcupine has a way of rolling himself into a ball too, and of throwing his long sharp quills out every way, to ward off his foe.

8. Once a large savage dog, with mouth wide open, pounced upon one; but the sharp quills stuck into his mouth and he was glad enough to let go and run away. Even lions do not venture to touch the porcupine.

9. There are many other animals in the torrid zone that I might tell you about. I have not the time to do so now, but I will mention a few more. You may look at the picture (on page 261) and see how some of these animals look.

10. Three of them have long horns. The antelope and the gemsbok are pretty creatures, and will not try to hurt any one if let alone; but it is as dangerous to meet the Cape buffalo as it is to meet the lion.

11. O, isn't that zebra handsome! How would you like to own one, and ride him every day?

Riding a zebra through the streets would certainly astonish the boys.

12. But it seems to me I have heard that zebras could not be tamed so as to be ridden like ponies. Yes, now I remember, a zebra will not stay broken but a little while at a time, and it would not pay to keep one and break it every day, just to astonish the boys.

13. The giraffe is pretty, too, and very gentle; but do you not think you would slip from him, if you should try to ride him? I do. What a long neck he has! He does not eat from the ground unless compelled to, but he eats from the trees, as you see in the picture. The giraffe, the eland and the kangaroo are silent creatures; they have never been known to utter a sound.

14. The gorilla I do not know much about. He belongs to the ape or monkey family, walks on two legs, is five or six feet high when full grown, and is very strong, wild and savage. I do not know that one of them has ever been taken alive.

15. The little monkeys are not savage; they are cunning little things, and play all sorts of tricks. They are often kept as pets in families. I think I would like one for a pet; would not you?

LESSON XCV.

blur	render	pageant	thricefold
crave	courteous	forgotten	usefulness

THE OLD FOLKS.

HOWARD.

Be gentle to the Old Folks,
O spirit, strong and young,
Nor let them be forgotten,
Like songs no longer sung.

IRVING.

Be patient to the Old Folks,
When failing ear and eye
Blur over song and story
And pageant passing by.

HERBERT.

Be courteous to the Old Folks,
So they may never guess
Their busy days are over,
Their usefulness grown less.

ARTHUR.

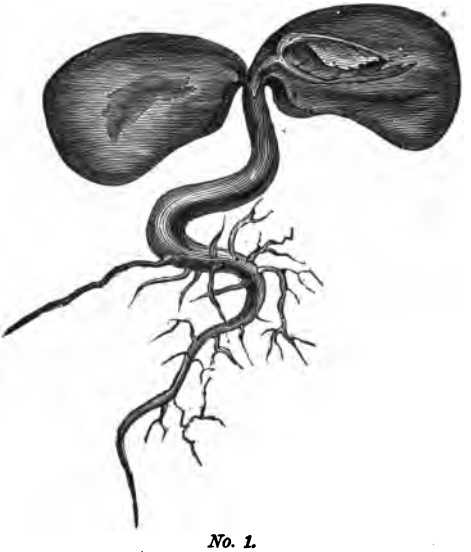
Hold out your hands to help them,
Speak pleasant words of cheer;
They stand 'tween you and heaven,
None know to which most dear.

ALL.

God bless them all, our Old Folks;
Grant them the love they crave,
And teach us how to render
Thricefold the love they gave!

LESSON XCVI.

bean	develop	maple	dibble
rootlets	germ	rhubarb	heart
halves	enable	rankest	palm



No. 1.

LEAVES AND PLANTS.

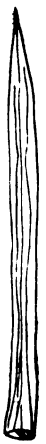
1. If I take a bean and place it in moist warm earth, in a day or two it will send down into the ground a root.

2. The bean itself will swell and burst its prison and appear above the ground, not as a whole bean, but as two halves.

3. In a few days the halves will be gone, and in their place will be leaves. If I carefully take the root from the earth, I shall find that little rootlets have started from it.

4. These little rootlets are the plant's mouths, which take from the soil food for the plant; for plants, as well as animals, must eat to live.

5. While the rootlets are forming, the young



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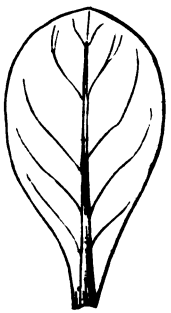

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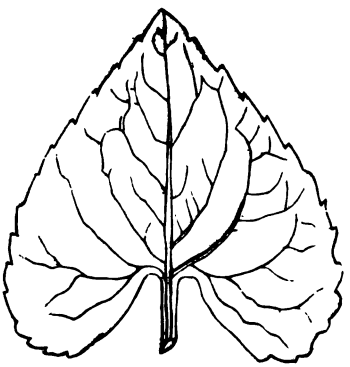


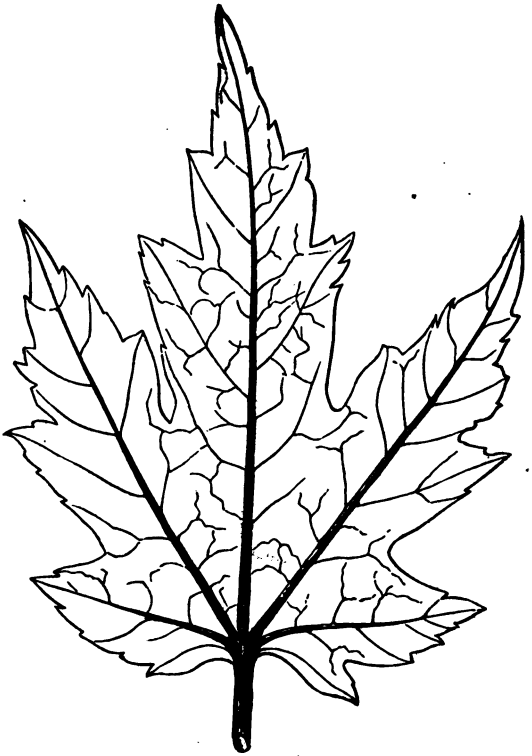
No. 4.

plant eats the two halves of the bean, which not only give it strength to form the rootlets, but to develop leaves also.

6. If at the end of a week or two I look at my bean, I shall find it has strong roots and large leaves. The plant is now able to get its own food from the soil and the air, through its roots and leaves.

7. If I had planted a kernel of corn instead

of a bean, only little leaves would have come from the ground. The kernel would have staid in the earth; but the plant would have eaten the



No. 5.

kernel just the same, to keep itself alive till its roots and leaves should become able to feed it.

8. This is about the way all plants start into life and grow. The mother seed has the germ

of the future plant, and the moist earth and the warm sun wake it into life, and then the mother nurses it, giving her own life to save that of her child.

9. The roots of plants are very unlike, as any one will notice by carefully taking them from

No. 6.

the soil; but plants are mostly known by their looks above the ground.

10. Notice the difference in the looks of corn and potatoes, in apple and peach trees, in elms and maples.

11. How unlike are the leaves of the different trees and plants. In the corn they are long and narrow, in the rhubarb they are short and broad.

12. In both, much larger than in the great trees. The rankest growers generally have the largest leaves. Perhaps it is so to enable them to eat faster and more.

13. In this lesson you will see pictures of several kinds of leaves. One picture (No. 2) shows a long sharp leaf like a dibble; another (No. 3) a blunt one, which looks like a snow-shoe; and a third (No. 4) is broad at the base and looks like the picture of a heart.

14. One of the pictures (No. 5) looks somewhat like a hand with its five fingers; another (No. 6) has the five fingers but no palm; and there are many other kinds of leaves. Leaves differ in other respects.

15. Did you ever see leaves like any of these? Perhaps your teacher will let you find several of each kind and bring them to school. If you carefully notice the looks of leaves, you will soon learn to know the different trees and plants by them.

16. I have not told you what No. 1 is a picture of. If you do not know, you must try to find out. Do you know the names of the leaves?

LESSON XCVII.

assembled	door-step	M'Kay	Nathan
moonlight	snow-balling	humble	sliding
wood-saw	impatient	members	directly

THE BEST FUN.

1. "Now, boys, I'll tell you how we can have some fun," said George to his companions, who had assembled on a beautiful moonlight evening for sliding, snow-balling, and fun in general.

2. "How?" "Where?" "What is it?" asked several eager voices all at once.

3. "I heard Widow M'Kay tell a man a little while ago," replied George, "that she would go over and sit up with a sick child to-night. She said she would go about eight o'clock.

4. "Now, as soon as she is gone, let us go and make a big snow-man on her door-step, so that when she comes back in the morning she can not get into her house without first knocking it out of the way."

5. "Capital!" "First-rate!" "Hurra!" shouted some of the boys.

6. "See here," said Charles, "I'll tell you the best fun."

7. "What is it?" again inquired several of the boys at once.

8. "Wait awhile," said Charles. "Who has a wood-saw?"

9. "I have," "So have I," "And I," answered three of the boys. "But what in the world do you want a wood-saw for?"

10. "You shall see," replied Charles. "It is almost eight o'clock now, so go and get your saws. You, George and Nathan, get each an ax, and I will get a shovel. Let us all be back here in fifteen minutes, and then I will show you the fun."

11. The boys separated to go on their several errands, each wondering what the fun would be, and what possible use could be made of wood-saws and axes in their play.

12. But Charles was not only a great favorite with them all, but also a leader, and they fully believed in him and in his promise. They all ran quickly, and they were soon assembled again.

13. "Now," said Charles, "Mrs. M'Kay is gone, for I met her when I was coming back, so let us be off at once."

14. "But what are you going to do?" inquired several impatient members of the party.

15. "You shall see directly," replied the leader, as they approached the humble residence of Mrs. M'Kay.

LESSON XCVIII.

demurred	project	wearisome	approached
majority	robust	proposal	residence
unfasten	armful	satisfied	half-cord

THE BEST FUN (CONCLUDED).

1. "Now, boys," said Charles, "do you see that pile of wood? A man hauled it there this afternoon, and I heard Mrs. M'Kay tell him that unless she could get some one to saw it to-night, she would have hardly anything to make a fire in the morning.

2. "Now we can saw and split that pile of wood just about as easily as we could build a great snow-man, and when Mrs. M'Kay comes home from her watching she will be fully as much surprised to find her wood sawed as she would to find a snow-man on her door-step, and a great deal more pleasantly surprised, too. What say you? Will you do it?"

3. One or two of the boys rather demurred at first. They did not like to saw wood, they said. But the majority were in favor of the project, so they finally joined in and went to work with a will.

4. "I will go round to the back of the shed,"

said Charles, "and crawl through the window and unfasten the door. Then we will take turns in sawing, splitting, and carrying in the wood."

5. "I want to pile it up nicely, and to shovel all the snow away from the door, and make a good wide path, too, from the door to the street."

6. The boys began to enjoy it, for they knew that they were doing a good deed, and each one felt that pleasure and joy which always result from well doing.

7. It was not a long or wearisome job for seven robust and healthy boys to saw, split and pile up the poor widow's half-cord of wood, and to shovel a good path.

8. When it was all done, one of the boys proposed that they should go to a carpenter's shop, and each bring an armful of shavings.

9. The proposal was agreed to, and after the shavings were brought, all of the boys went to their homes, more than satisfied with the "fun" of the evening.

10. How do you think Mrs. M'Kay felt when she came home the next morning and saw her wood cut and nicely piled in her wood shed?

11. She could not keep from crying, and when the boys heard of it they were gladder than ever for what they had done. Why should they be?

LESSON XCIX.

portions	exchange	skates	bountiful
surface	Reindeer	mantle	pretentious
dance	Rover	scenery	comprehended
pebbly	level	landscape	amusements
magic	mingle	monotony	Georgetown

THE HILLS AND THE PLAINS.

1. When you walk in the yard, the garden or the street, the field, the meadow or the woods, you walk on the earth.

2. Houses are built on it, trees grow out of it, and its rich soil rewards the farmer for his seed and labor with a bountiful harvest.

3. This earth is a large round body, round and smooth when we consider its great size, but when considered in small portions, as we see it, the different parts of its surface are very unlike.

4. In some places of the earth the ground is uneven. Hills break the monotony of the scene; tiny brooks spring out of their sides, sparkle and dance in the sunlight, and then merrily laugh and run over their pebbly beds down through the valleys.

5. Little ponds and woods, and the more pretentious lake, here and there speck the land-

scape, and form a beauty which can be comprehended, not through the hearing of the ear, but by those only whose eyes have seen it for themselves.

6. Boat riding and fishing, picnicing in the woods, by the lake-side or the pleasant stream, climbing trees and swinging from their branches, are among the many amusements of the children, among the hills, all over the earth.

7. But in the north, where Jack Frost is king nearly one-half of the year, there are amusements merrier than them all.

8. How the hills and the ponds by the country school-houses dance for joy, when he comes and covers the earth with his mantle of white, and lays his cold, icy hand on the waters and turns them to glass!

9. Then they become fairly alive. Boys and girls with sleds or skates swiftly chase each other down the hill-side, or smoothly glide over the glassy plain — all so happy and so free.

10. By the magic touch of a name the hills become mountains, and the sleds leap into life. "Grant" and "Lee," and "Rover" and "Reindeer," mingle together with the children, and, for their sport, they bound away from the mountain top in a race to the valley below.

11. In other parts of the earth the ground is smooth and level. There are no running brooks, no trees, no hills. Look whichever way you will, there is no variety of scenery, but a monotonous sameness everywhere.

12. There are many such places on the earth, and some of them are in our own country, on the prairies of the West. Many of the children living there have never seen a mountain nor a lake, and some of them not even a hill large enough for coasting.

13. They never pit their "Generals" in a race from the tops of their "Mt. Washingtons" to the beautiful "Georgetowns" in the valleys below. "Rover" and "Reindeer," tame and gentle as pet lambs, never outrun, even in their merriest frolics, the little children who play with them.

14. In short, these children of the plains never chase each other down the hill-sides on their little sleds; they know nothing of the pleasures of coasting, and many of them have never so much as bumped their heads and "seen stars" in learning to skate.

15. Yet they have their sports and with them are content. They love their rich and fertile plains, and not many of these children would willingly exchange homes with the boys who live in the hilly counties.

LESSON C.

mountains	elevation	orchards	ocean
abruptly	variation	fruitful	Vermont
masses	detect	cabins	measured
groups	narrow	mansions	Alleghany
continuous	gambol	marvelous	New Hampshire

THE MOUNTAINS (SUBJECT CONTINUED).

1. In still other parts of the earth, the ground rises abruptly into high, rough masses, till the tops seem lost in the clouds. Our picture on page 280 shows one of these places.

2. Mountains seldom appear singly, but in groups, and the groups generally form a continuous series called a chain.

3. There are many chains of mountains. The longest chain is in the western part of America. It extends from Cape Horn in the south to the cold arctic regions of the north. Your geographies will tell you about these mountains.

4. They will also tell you of the Alleghany Mountains and the Blue Ridge, of the Green Mountains of Vermont and the White Mountains of New Hampshire, and of others, perhaps of some in your own neighborhood.

5. The highest mountains are in Asia, and the

highest peak yet measured is found to be nearly thirty thousand feet above the level of the ocean — more than five miles high!

6. Although so very high, these mountains, when compared with the whole size of the earth, are as mere specks of dust on the surface of your ball. They are no greater than an elevation of one foot in a distance of three miles — a variation in height too small for the eye to detect.

7. And yet, the tops of the highest of these mountains are always covered with snow and ice; even the very hot sun in the torrid zone does not melt them away,—why, I can not stop here to tell you. But it is much cooler high up on the mountains than in the valleys or on the plains.

8. Between the masses of rocks which crown the highest parts are valleys. Some of the valleys are so narrow and deep that the sun, when it looks in, turns quickly away and passes on, as if dizzied by the sight.

9. Into others, less narrow, he pours his light and heat, and they put on their beautiful green, deck themselves with flowers, and bear on their bosoms the corn fields, and the orchards, and the vines, all laden with fruits, as gifts for his love.

10. At the foot of some of these mountains,

and in their fruitful valleys, are found the cabins of settlers, and sometimes mansions of the rich.

11. In the morning children can play among the flowers in the warm sunshine, or bathe in the waters of the little lakes. At noon they can climb the mountain side, and gambol in perpetual snow.

12. How marvelous are thy works, O Lord of hosts! The heavens declare thy glory, and the earth showeth the work of thy power. In wisdom thou hast made them all.

LESSON CI.

dreary	suppose	glen	flowery
pleasure	hadn't	purple	butterflies

SUPPOSE.

1. How dreary would the meadow be
In the pleasant summer light,
Suppose there wasn't a bird to sing,
And suppose the grass was white.

2. And dreary would the garden be,
With all its flowery trees,
Suppose there were no butterflies,
And suppose there were no bees.

3. And what would all the beauty be,
And what the song that cheers,
Suppose we hadn't any eyes,
And suppose we hadn't any ears?

4. For though the grass were gay and green,
And song-birds filled the glen,
And the air were purple with butterflies,
What good would they do us then?

5. Ah, think of it, my little friends;
And when some pleasure flies,
Why, let it go, and still be glad
That you have your ears and eyes.

ALICE CARY.

LESSON CII.

maxim	suffering	cause	amends
false	comfortable	believe	ignorance

MAXIMS.

1. A good word for a bad one is worth much and costs little.

2. A man that breaks his word bids others be false to him.

3. Application in youth makes old age comfortable.

4. Better to suffer without cause than to have cause for suffering.

5. Better be alone than in bad company.

6. Confession of a fault makes half amends for it.

7. Concealing faults is but adding to them.

8. Do unto others as you would have them do unto you.

9. He is idle who might be better employed.

10. Idleness and ignorance are hard masters.

11. Have a place for everything and everything in its place.

12. Quarrels are easily begun, but with difficulty ended.

13. So long as you are ignorant be not ashamed to learn.

14. When men speak ill of you, live so that no one will believe them.

LESSON CIII.

governor	pledge	transact	conversation
hogshead	elected	interview	philanthropist
furnish	inquired	politics	intoxicating
credit	adopted	abstinence	nominated
profane	wharf	emphasis	commercial
total	honest	classical	politician

A GOVERNOR IN A HOGSHEAD.

1. A good natured philanthropist was walking along the docks one Sunday morning, when he

found a boy asleep in a hogshead. He shook him till he was wide awake, and then opened the following conversation:

2. "What are you doing here, boy?"

3. "I slept here all night, sir, for I had no other place to sleep in."

4. "How is that? Have you no father or mother? Who takes care of you?"

5. "My father drinks, sir, and I do not know where he is. I have to take care of myself, for my mother is dead; she died not long ago;" and at the mention of her name the boy's eyes filled with tears.

6. "Well, come along with me. I will give you a home, and take care of you as well as I can."

7. The child thus adopted on the wharf was taken to a happy home. He was sent to a common school, to a commercial school, to a classical school, and afterwards employed as a clerk in the store of his benefactor.

8. When he became of age, his friend and benefactor said to him, "You have been a faithful and honest boy and man, and if you will make three promises, I will furnish you with goods and letters of credit, so that you can start business at the West on your own account."

9. "What promises do you wish me to make?" inquired the young man.

10. "First, that you will not drink intoxicating drink of any kind."

11. "I agree to that."

12. "Second, that you will not use profane speech."

13. "I agree to that."

14. "Third, that you will not become a politician."

15. "I agree to that."

16. The young man started business in the West, and by minding his own business, in a few years he became a rich man. At the close of the war he came East, and called upon his friend and adopted father.

17. In the course of a happy interview, the philanthropist asked his adopted son if he had kept his total abstinence pledge.

18. "Yes," was the answer.

19. "Have you abstained from the use of profane speech?"

20. "Yes," said the man, with emphasis.

21. "Have you had anything to do with politicians?"

22. The visitor — the adopted son, perhaps I should have said — blushed, and said, "Without

my consent, I was nominated for Governor of my State, and I was elected. I am now on my way to Washington, to transact important business for the State."

23. Did ever a hogshead turn out so good a thing as such a governor before?

GEORGE W. BUNGAY.

LESSON CIV.

shirk	gloomy	burst	sower
dawn	perfect	cast	trusting

THE SEED.

1. The farmer planted a seed,
A little dry, black seed;
And off he went to other work —
For the farmer was never known to shirk —
And cared for what had need.

2. The night came with its dew —
The cool and silent dew;
The dawn came, and the day,
And the farmer worked away
At labors not a few.

3. Home from his work one day,
One glowing summer day,
His children showed him a perfect flower;
It had burst in bloom that very hour;
How, I can not say.

4. But I know if the smallest seed
In the soil of love be cast,
Both day and night will do their part;
And the sower who works with a trusting heart
Will find the flower at last.

LESSON CV.

quail	thorny	palette	delicate
wines	purple	Italy	statesman
dusky	crimson	oriole	strawberry
chisel	author	hammock	dew-berry
castles	slumber	sea-weeds	snow-drops

LITTLE BROWN HANDS.

1. They drive home the cows from the pasture,
Up through the long, shady lane,
Where the quail whistles loud in the wheat field
That is yellow with ripening grain;
They find, in the thick waving grasses,
Where the scarlet-lipped strawberry grows;
They gather the earliest snow-drops,
And the first crimson buds of the rose.

2. They toss the hay in the meadow;
They gather the elder bloom white;
They find where the dusky grapes ripen
In the soft tinted October light.

They know where the apples hang ripest,
And are sweeter than Italy's wines;
They know where the fruit is the thickest,
On the long, thorny dew-berry vines.

3. They gather the delicate sea-weeds,
And build tiny castles of sand;
They pick up the beautiful sea-shells—
Fairy barks that have drifted to land;

They wave from the tall, rocking tree tops,
Where the oriole's hammock nest swings,
And at night time are folded in slumber
By a song that a fond mother sings.

4. Those who toil bravely are the strongest;
The humble and poor become great;
And from those brown-handed children
Shall grow mighty rulers of state.
The pen of the author and statesman —
The noble and wise of the land —
The sword and chisel and palette,
Shall be held in the little brown hand.

MARY H. KROUT.

LESSON CVI.

dusky	trumpet	suited	spirted
tuft	affront	upward	perseverance
proboscis	seized	brute	instantly
penny	leather	purpose	proportion
thirsty	untie	tailor	kindly

THE ELEPHANT.

1. The skin of the elephant is of a dusky black color, with a few hairs scattered upon it. The head is rather small, in proportion to the size of the body.

2. The eyes are small, quick, and sharp, and

with them the animal looks gently and kindly upon his master. His ears are large, and hang down like great pieces of cloth. His tail is slender, with a tuft of long hair on the end of it.

3. But what is most singular about the elephant is his nose, or rather, that instead of a nose he has a long hollow piece of flesh, which is called a trunk or proboscis.

4. This trunk is sometimes as long as a tall man, and is like a large leather pipe. The elephant can bend it, and lengthen or shorten it as he pleases.

5. It serves him for hands as well as for a nose. Having at the end of it a kind of finger, he can pick up a pea, or a straw, or a penny, from the floor. He can also tie or untie knots in a rope, take a cork out of a bottle, open and shut gates, and do many things which we can do only with our hands.

6. With his trunk he gathers his food, and puts it into his mouth; draws up water when he is thirsty, and defends himself from his enemies. One blow from his strong trunk will kill a man instantly.

7. The elephant is the largest animal that lives on the earth; some of the largest are nearly

twice as high as a tall man. Their legs are very well suited to the size of the animal, being very thick and strong.

8. On each side of his trunk a large ivory tusk grows a long way out of his mouth. These tusks look like crooked horns, with the points turned upward. He uses them, as well as his trunk, to defend himself from enemies.

9. The hearing of the elephant is very good. He delights in music, and is as much pleased with the sound of a trumpet and drum as any of my young readers can be.

10. He appears to know more than any other brute. He is kind and gentle to all who treat him well, but will not soon forget those who affront him. He loves his master, knows his voice, obeys his commands, and labors for him with zeal and perseverance.

11. Wild elephants are often caught in this way: A tame elephant is taken out into the country where the wild ones are to be found; the men then build a strong fence round a spot of ground, so as to form a large pen, and drive the tame elephant into it. This pen is something like a large cage, with the doors open.

12. The tame elephant cries loudly, and the wild ones hear her; they come to see her, and

go into the pen through the opening, which is left for that purpose. As soon as they get in, the opening is closed.

13. At first they make a great noise, and try hard to get out; but when they get tired, and become very hungry, the men give them food and treat them kindly. In about two weeks they know those who feed and take care of them, and are quite tame.

14. An elephant, which was driven around for a show, was very fond of eggs, and a man often gave him some. One day the man, for sport, gave him a spoiled egg; the elephant threw it away.

15. The man then gave him another, which was also spoiled. The elephant threw the second one away, too, but did not appear to be angry at all; yet he felt that the man meant to affront him, and he did not forget it.

16. Not long after, as the man was standing near the elephant, the animal suddenly seized him with his trunk, and, dashing him against the wall, killed him on the spot.

17. An elephant, while passing along the street, put his trunk into a tailor's shop where the men were at work. One of the men pricked the trunk with his needle.

18. The elephant passed on without showing any anger; but he went to a puddle of dirty water, filled his trunk with it, and returning to the shop, he spirted it all over the man. This was a laughable punishment, but a good lesson.

LESSON CVII.

devise	chief	throb	within
pulsing	pants	sphere	sun-crowned

WHICH IS KING?

1. "I," said the HEAD, "for I am wise;
I am the king, I can devise;
Without me you would fail to plan,
I am the sun-crowned gift of man."

2. "I," said the HEART, "for I can feel;
I am the chief, I can reveal
The life that pants within, and you
Without me would not be so true."

3. "I," said the HAND, "for I can do
The very things that each of you
Suggest; the pulsing heart may throb,
The head may think, I do the job."

4. O busy HAND, and HEAD, and HEART;
Each can do little when apart.
Think, throb, and toil, in union here,
For each is king within his sphere.

GEORGE W. BUNGAY.

LESSON CVIII.

temper	passion	curiosity	lair
beware	snap	greediness	dainty
saucy	trample	prowling	cudgel
replies	concern	nurseries	prying

BEWARE OF THE WOLF.

You need never fear, little children, to meet
A wolf in the garden, the wood, or the street;
Red Riding-hood's story is only a fable,
I'll give you its moral as well as I'm able;
Bad Temper 's the wolf which we meet everywhere,—
Beware of this wolf! little children, beware!

I know of a boy, neither gentle nor wise,
If you tell him a fault, he gives saucy replies;
If kept from his way, in a fury he flies,—
Ah! Passion 's the wolf with the very large eyes;
'T is ready to snap, and to trample and tear,—
Beware of this wolf! little children, beware!

I know of a girl always trying to learn
About things with which she should have no concern;
Such mean curiosity really appears
To me like the wolf with the very large ears,
All pricked up to listen, each secret to share,—
Beware of this wolf! little children, beware!

And greediness, that 's like the wolf in the wood
With the very large mouth, ever prowling for food;
That eats so much more than for health can be good,
And would clear a whole pastry-cook's shop if it could;
That never a dainty to others will spare,—
Beware of this wolf! little children, beware!

Passion, Preying, and Greediness, each thus appears
As a wolf with fierce eyes, a large mouth, or big ears;
They bring to our nurseries fighting and fears—
They cause bitter quarreling, trouble, and tears;
O, chase them, and cudgel them, back to their lair!
Beware of the wolves! little children, beware!

LESSON CIX.

trifles	fire-work	revenge	softens
cast	hasty	meek	cheerfully
stars	temper	peaceful	strip
presence	resist	win	sleeves
despair	stoutly	dropping	grumbler
cloudy	spark	wear	loiters
sterling	passion	hardest	sun-crowned

WORDS TO THE CHILDREN.

1. Never be cast down by trifles. If a spider breaks his thread twenty times, twenty times will he mend it. Make up your mind to do a thing and you can do it.

2. Fear not if a trouble comes upon you. Keep up your spirits though the day is a dark one.

Troubles come, but do not stay,—
The darkest hour will pass away.

3. If the sun has gone down, look up at the stars; if the earth is dark, keep your eyes on heaven. With God's presence and God's promises, you may always be cheerful.

Despair not for a cloudy sky,—
The darkest cloud will soon pass by.

4. Mind what you run after. Never be contented with a bubble that will burst, or with a fire-work that will end in smoke and darkness. Get what is worth keeping, and what you can keep.

Get something sterling, that will stay
When gold and silver fly away.

5. Fight hard against a hasty temper. Anger will sometimes come, but resist it stoutly. A spark may set a house on fire. A fit of passion may cause you to mourn all your life. Never revenge an injury.

He that revenges knows no rest;
The meek alone enjoy a peaceful breast.

6. If you have an enemy, act kindly to him

and you will make him your friend. You may not win him over at once, but try again. Let one kindness be followed by another, and you will gain your end. A continual dropping will wear away stone.

> Water falling day by day
> Wears the hardest rock away.

Repeated kindness softens the hardest heart.

7. Whatever you do, do willingly. He that pulls off his coat cheerfully, strips up his sleeves in earnest, and sings while he works, is the man for me.

> A cheerful spirit gets on fast;
> The grumbler loiters to the last.

8. Evil thoughts are worse enemies than lions and tigers. Keep your head and heart full of good thoughts, and bad ones will find no room. The cup that is full will hold no more.

> Be on your guard, and strive, and pray,
> To drive all evil thoughts away.

9. Water seeks its own level. You will find your own place. But it were better to make for yourself the place you would find, rather than to drift into one you would not have.

10. Man is what he is; but he can be what he will. What will you be?

[1]

WORD LESSONS.

THE WORDS IN THE READING LESSONS FROM I TO V, NOT FOUND IN MODEL FIRST AND SECOND READERS.

(FOR KEY TO PRONUNCIATION, SEE PAGE 8.)

1	ăe′cĕnts	dŭll	lā′zy	shărp
2	a gainst′ (-gĕnst)	dūr′ing	lēap′-frŏg	sīze
3	āge	e noŭgh′ (f)	look out′	slīdes
4	a greed′	fōrth	lŭck′y	slĭp′ping
5	Ăl′bert	free	mä′am	sŏb*be*d
6	ănt	gāmes	mēans	sôme′bod y
7	ăpt	Ġeôrge	mĕnd′ed	spĭl*le*d
8	ăr′rōw	grīēved	nēar′est	spy
9	a shāmed	Hall	nīce′ly	stŏp*pe*d (t)
10	ball	hăp′pi er	ŏf′fered	stŭd′y
11	bās′ket	härd	ôu*gh*t	swĭng′ings
12	bound	hăth	o ver tŏŏk′	tĭ′dy
13	brŭsh*e*d (t)	hĕav′y	păt*ch*ed (t)	tĭp*pe*d (t)
14	eâres	heärt′ed	pēas	thir teen′
15	eâr′ry	hīve	Pē′ter	thôr′ō*ugh*
16	eau*gh*t	Hôr′ner	quär′rel ling	tōng*ue*
17	chăp	How′ard	rĭch	trā′ces
18	cheer′i ly	hŭn′gry	roŭgh (f)	twĕn′ty
19	chĕr′ish	hŭr′ried	săd′ness	War′ner
20	chĭm′ney	Jăck	sehōōl-mates	whĭs′per
21	eōal	Jŏ*h*n′ny	sehŏl′ar	whĭt′tle
22	eôm′fort	join*ed*	sĕlf′ish	wĭl′ling
23	eôr′ner	*k*nīves	sĕt′ter	wôrk′ing
24	erŭst	*k*nŏcked (t)	shăb′by	wôrst
25	eŭts	lāme	shâre	*wr*ĭt′*te*n

[2]

WORD LESSONS.

NEW WORDS FROM LESSONS V TO XI.

1	ăe'ci dent	deem	ĭnk'stand	sēats
2	a'eorn	dew	in tĕnd'	sin cēre'
3	a māze'ment	drŏp	Jōneş	shŭt
4	a mŏng'	dŭst	lēaked (t)	slĕn'der
5	bēats	ēar'ly	lĭt'tleş	slōw'ly
6	beaū'ti ful	ēag'ĭ ly	lŏv'ing	stärt'ed
7	be eŏme'	e noŭgh' (f)	mĕad'ōw	stĕp
8	bīr'die	Făn	mɪght'y	steep
9	bīrth	fąult	mŏss'y	stĭck
10	blew	fĕtched (t)	mō'tion (-shn)	stŏŏd
11	breāk	fŏr'ests	Nĕll	stōred
12	breąks	fôrk	Nĕt'tie	strānge
13	brĕath	fôrk'fųl	ōak	strŭck
14	brĭck	fôrt'ū nate	ō'cean (-shn)	tēarş
15	brŏom	Frănk'y	ō'pen	tēaşed
16	bŭd'ding	friĕnd	pērch	thănk
17	eăp	gāi'ly	piēc'eş	tī'died
18	eär'ry ing	guĕssed (t)	plĕaş'ant	un der stănd'
19	eâtch'ing	hăn'dle	pound'ed	un lōad'ed
20	Chärleş	hăp'pen	pout'ed	vērse
21	cĭs'tern	hāy'-stack	prĭş'on	wątched (t)
22	elăpped (t)	hēal	pŭmp'ing	wątch'ing
23	erŭmbş	hēaled	rā'dĭ ant	wĭş'dŏm
24	erŭshed (t)	heärt	rŏcked (t)	wīş'est
25	därk'est	hĭll	scēne	wǫn'droŭs

[3]

WORD LESSONS.

NEW WORDS FROM LESSONS XI TO XVI.

1	a bĭl'i ty	där'ling	měm'o ry	sōl'dier (-jer)
2	ăc'tions (-shnz)	därts	mul ti pli cā'-	spēar
3	af fērd'	deeds	mū'sic [tion	speech
4	aid	dōor	nēar'ly	splĕn'did
5	a loud'	dŭg	nĭm'bly	state
6	a mūse'	Ĕl'len	pâirs	stĭff
7	ar rānge'ments	en ā'bles	pănts	strāight
8	at tĕnd'ance	făc'es	pa rade	strĭng
9	a wâre'	fĕath'er y	pär'don	sue cĕs'sion
10	bärbs	fĭrm'ly	pĕcks	sŭf'fer
11	bâr'ren	for gĕt'ting	pĭck' ax	sŭn'shĭn y
12	be yŏnd'	fôr'ward	plūm'age	sus pĕct'
13	bŏr'rōw	Guērn'sey	pŭnct'ū al	tŋu'ean
14	brāce	hăm'mer	pŭp'py	tär'dy
15	bûr'rōws	Hoyt	queer	trō'gon
16	cheer'less	ĭ dē'a	queer'est	trŭnks
17	chĭll'ing	ĭnch'es	quĭck	tū'lips
18	elĭmb'ers	ĭn'jure	răp	ū'nĭ form
19	eom mĭt'	joy'oŭs	rāised	ūse'ful
20	eon tĭn'ued	jŭi'cy	re.lā'tion	wāste
21	eoŭs'ins	kīte	rōōs'ter	wheel'bar rōw
22	ere āte'	Lew'is	seär'let	wŏod'peck er
23	erŏok'ed	lĭmbs	sĕv'en	wôrm
24	erŏss	lŋse [dum	sĭck ly	wôrm'y
25	eyck'oo	mem o răn'-	sōl'id	whĭst ling

[4]

WORD LESSONS.

NEW WORDS FROM LESSONS XVI TO XXIII.

1	ae count'	dôth	lā'bôrs	re sŏlved
2	a gō'ing	e ŏn'o my	law'yer	Rŏb'bins
3	a mount'	ed u cā'tion	lĕgged	Sā'tan
4	an'gry [ă'nĭ-	ĕlms	lĭps	sĕ'eret
5	a'ny bod y	em ploy	mĕlts	sĕlf'ish ly
6	ar rānged	ĕn'ter	mēr'chant	shĭn'ing
7	at trăct'ive	ĕv'er green	mĭs'chĭef	sĭgn
8	Bĕn'ja min	fāiled	nĕst'led	skĭll'ful ly
9	bus'i ly (bĭz-)	fā'vôrs	neigh'bor hood	sue ceed'
10	eăn'dy	fīe	New Yôrk'	sụ'gar (shụ-)
11	eaw	fĭf'teen	noise	sŭm'mer
12	cĕll	fight	nôrth'ern	sŭp'per
13	cĕnts	Flŏr'ence	ō'pen ing	Sụ'san
14	chĕr'ries	grāte'ful	ōre	thănk'ful
15	chōōse	grō'cer	pĕn'cil	thĭrs'ty
16	eŏf'fee	hĕalth'ful	pĭgs	thrōwn
17	eol lĕct'	height	plĕas'ant ly	trēat
18	eŏl'lege	Hĕl'en	plĕn'ty	trôughs
19	eon sĭd'ered	hŏl'i days	pōōr-house	trŭst
20	eō'zĭ ly	hŭm'ble	pŏs'si ble	tūne
21	eōurse	hụ'mor	rāi'sins (-znz)	un plĕas'ant
22	erōw	i dē'al	rēad'ing	un shōwn'
23	eŭs'tŏm ers	im prọve'	rĕad'i ly	vīneş
24	De cĕm'ber	ĭn'dus try	re newed'	wąş
25	dĭf'fi eult	knōwn	re pēat'ed	whĕth'er

[5]

WORD LESSONS.

NEW WORDS FROM LESSONS XXIII TO XXVII.

1	ad mĭt'tance	eū'po là	ĭ'ron (ĭ'urn)	pōke
2	Ăf'ri eą	dān'ger	kĕt'tles	pŏts
3	ap pēar'ance	dĭn'ner	kan ga rōō'	rāge
4	ap prē'ci ate	ēa'gle	là'dies	rŏd
5	at tached' (t)	ĕl'e phant	līve'ly	Rō'ver
6	aw'ful	en rāged'	Mā'bel	rū'in
7	bāit'ed	ẽr'nest	mēat	sāfe'ly
8	băn'tam	ĕr'rand	mĕd'dle	sāf'est
9	bēast	es ēaped (t)	men ăg'e rĭe	sāfe'ty
10	be nēafh	ex clāimed'	mĕnd'ed	sĕrv'ing
11	bīte	ex hi bĭ'tion	mōldą	shŏv'el
12	blĭnk	fēar'ful	mouse	slĭce
13	bōld'ly	fĭd'get	Nĕd'dy	slŏv'en ly
14	brĭnk	flăt'-ĭ'rons	newą'pa per	snăpped (t)
15	ea nā'ry	flĭng	nĭb'ble	sneeze
16	east-ĭ'ron (-urn)	flōor	nŏn'sense	sōle
17	chărmed	fōlks	o'er threw'	spĭ'der
18	chēap'ly	fôr'tune	ôr'der	strēam
19	cheeąe	foun'dry	ŏs'trich	stŏ'ries
20	chōōąe	fûr'nace	out'sīde	sup pōrt'
21	chō'ąen	ąĕn'tle men	ŏwn'er	tĭed
22	elāy	grĭz'zly	pärt'ner	wąrn'ing
23	elērk	growl	pąuąe	wĕalth'y
24	eom mĭs'sion	hăb'it	per hăps'	wĭnk
25	eōurse	hŭn'dreds	pĭled	wŏn'der ing

[6]

WORD LESSONS.

NEW WORDS FROM LESSONS XXVII TO XXXII.

1	ad mīre′	fiēlds	meet′ing	sôu*gh*t
2	âir′y	flŭshed (t)	mĕr′ri ly	spēak
3	a greed′	fo͞ol′ish	mīle	spīr′it
4	ăn′kle	Fo͞rd	Mŏl′ly	sprāined
5	bâr′rels	frī*gh*t′ened	no͞′blest	sprĕad
6	blo͞s′som	frŏst′ed	o͞ak′-lēaves	stŭff
7	blŭsh′ing	gąu′dy	o͞′pen ing	sweâr
8	bo͞omed	gāze	o ver flo͞w′ing	tĭm′id
9	bŏn′net	gĕn′tle man ly	pĕr′il	to͞rn
10	Bo͞s′ton	glăd′den	pĕr′ish	to͞′*w*ard
11	bŭt′ter fly	grăv′el	pĕt′als	trāced (t)
12	ea͞n′non	guĭlt′y	Phoē′be	truth
13	Cā′ry	härm	pīe′nie	tŭm′bler
14	eąu′tion	härsh	pīl′lo͞ws	twĭst′ing
15	chăt′ted	hĕad′long	plāin′ly	u͞se′less
16	chāsed (t)	he ro͞′ie	po͞′sies	un ex pĕct′ed
17	cheer	hŭnt′ed	point	vīne′yard
18	chûrch	ĭn′side	queen	wa*t*ched (t)
19	coûr′age	in tĕnd′	reins	wēak
20	dai′ly	Ju ly′	re pro͞ach′	wĕl′come
21	deeds	ki*t*ch′en	ri dic′u lous	wĭl′low
22	dis elo͞se	lem on ade′	ro͞b	wĭst′ful
23	ĕl′der	lĭves	Row′ley	*wr*ēaths
24	ex po͞sed′	lo͞v′ing	săd′den	wo͞r′ry
25	fa′vor ite	măn′li ness	sho͞ul′ders	zēal

[7]

WORD LESSONS.

NEW WORDS FROM LESSONS XXXII TO XXXVIII.

1	ăft'er noon	Ĕl'la	mĭll'ions (-yŭnz)	smo͞oth
2	ăl'ley	ev er lăst'ing	mĭn'utes (-its)	snāke*s*
3	a mĕn'	ex ăct'ly	mis tāk'*e*n	sŏme'how
4	beau'tĭe*s*	for gĭv'ing	mўs'te ries	sprĕad*s*
5	be sīde'	frĕsh	New'-year's	spĕll
6	brĕak'fast	glīde	Ŏl'ive	strēam'ing
7	brĕast	gōld	ŏl'ive-branch	strīfe
8	brĕath	good-wĭll'	our sĕlve*s*'	temp tā'tion
9	brĭ*dg*e	grāt'ing	păr'lor	T*h*ŏm'as
10	brĭ*gh*t	hăl'lōwed	pēace	twīce
11	bŭt'ter cups	hĕav'*e*n	phō'tō graphed	twīne
12	*c*ā*l*m	here ăft'er	plŭm'-cake	twĭst'ed
13	*c*hrĭst'mas	hĭd'dĕn	pow'ers	un lŏck'
14	*c*ow'slip	hō'ly	pr*ay*er	ûr*g*ed
15	*c*re ā'tion	hŭng	prĕ'cious (-shŭs)	ūs*e*d
16	dāi'sĭe*s*	hŭr'ried	prĭm'rose	ūs'ū al (-zhū-)
17	dāi'sy	hŭshed (t)	prĭze	ve*i*n
18	de lĭ*gh*t'	ĭn'stru ment	pūr'est	v*ie*w
19	dĕ*b*ts	kĭng'dom	re vēals'	vĭl'lage
20	dĕ*b*t'ors	*k*nŏt	rĭsk	vĭn'e gar
21	de lĭv'er	läugh (f)	rōar*ed*	w*a*rmth
22	dŏl'lars	ma tūre'	Ru*t*h	when ĕ'*er*'
23	dŏve	Măt'thew	Săn'ta-Claus	wĭs'dom
24	ēa*s*e	mēan'ing	sĕt'tle*s*	wŏrld'ly
25	E lĭ'za	mĭ'erō sc*o*pe	sĕv'*e*n ty	*wr*ēath

[8]

WORD LESSONS.

NEW WORDS FROM LESSONS XXXVIII TO XLIV.

1	ān'gel	dū'tĭes	lĭq'uid (-wĭd)	rĕst
2	ăn'guish	ĕr'ror	lōne'ly	rĭsked (t)
3	ar rānged'	ex clūdes'	lŏn'gēr	*rh*yme
4	be lieved'	fīre'-fiend	lŭngs	se*h*ōol'ing
5	Bĕt'sey	fĭsh'ing	măr'bles	serătch'ing
6	brēathe	flĭes	mēan'ings	sōw'eth
7	Brĭdg'et	fū'ry	mēr'ci less	speech
8	bŭb'bles	good-nĭght'	mĭss	spoil
9	bûrsts	grat i fi eā'tion	Mōse'ly	sprĕads
10	eâr'ries	grāve	mŭs'cles	stāid
11	cheer'ful	gŭn	na*ugh*'ti ness	stâre
12	chĭld'less	härk	nev er the lĕss'	strēam'ing
13	choic'est	hăr'ness	mūse	strĕtch
14	cĭt'ies	*h*ŏn'or a ble	Oc tō'ber	strŏn'gēr
15	eŏl'um*n*	house'-maid	ôr'phans	sŭcks
16	eon fĭned'	ĭ'dle ness	ŏth'er wise	suf fĭ'cient
17	eon sūmed'	ĭn'ci dent	peep	tĕr'ri ble
18	erăck	in fôrms'	pĕn'ni less	thrĕads
19	da*ugh*'ter	in ter fēre'	pēr'sons	thŭm*b*ed
20	dĕs'o late	jōkes	pŭn'ish	tor mĕnt'ed
21	de strŭe'tion	kĭss'es	pū'ri fy	ŭg'ly
22	de stroyed'	lēaped (t)	rē'al ized	wĭngs
23	dĭf'fer ent	lĕngth	re mĕm'bers	what so ĕv'er
24	dis trĕss'	li*ght*'en	rĕm'e dy	wŏe
25	dŏg'-eared	lĭm*b*s	rĕs o lu'tion	*wr*ēath*s*

[9]

WORD LESSONS.

NEW WORDS FROM LESSONS XLIV TO XLIX.

1	af fĕe'tion ate	eow'ards	Jĕs'sĭe	rĭd'ing-hood
2	ăn'vil	eraft	Măr'tha	rŏb'bers
3	ăre'tie	eûrled	măn'i fold	sēr'mon
4	Ā'sĭ a (ā'shĭ ą)	eûrl'ing	mā'son	sheaves
5	Bā'bel	dāi'ry men	mĕl'o dy	shĕp herd
6	Bāk'er	dâr'ing	mĕn'tion	sĭlk'y
7	bărn'-yard	de eāy'	mŏd'est	spăn'iel
8	bĭnds	de stroy'ing	mŭs'cles	stĭtch'es
9	blăck'-smith	dĭf'fer ence	năr'row er	strāyed
10	blood	dŏ'cile	năt'u ral	strĭped (t)
11	brown	doubt	nee'dles	strŏn'gest
12	brŭsh'y	ĕn'e my [-ŏ	New'foŭnd-	swĭft'est
13	Bry'ant	Ĕs'quĭ mau	Nō'rą [land	swōrds
14	Bûr'ton	fĕath'ers	păcks	Tāy'lor
15	eăb'i net	fĭ'bers	păd'dles	tĕr'ri er
16	eăl'ves	flĕsh	pär'ti eles	trow'el
17	eär'pen ter	flōats	pēo'ple	twĕlve
18	eär nĭv'o rous	fŏnd'ness	per fôrm'-	un ēa'sy
19	cēil'ing	fōur'teen	pĭtch [anc es	văl'ū a ble
20	chĭm'ney	gĕn'u ine	plāne	Wąt'son
21	elăng	Grā'cie	pōō'dle	wāved
22	eōl'ors	hēard	Pụl'leṇ	Wŏŏd'ruff
23	eom mĭt'tee	hôr'ny	pū'ri fy	wọlf
24	eŏn'tact	im pūre'	pū'trid	wŏrk'man ship
25	Cō'rą	jăck'ąl	re märk'a ble	wọlves

[10]

WORD LESSONS.

NEW WORDS FROM LESSONS XLIX TO LIII.

1	ăb'sence	fā'moŭs	mȯnk'ey	shāke*s*
2	A mĕr'i can	fĕs'ti val	mōōse	shāme
3	Ăr'ab	fĭt'ted	need'less	shǫe
4	bă*dg*'er	*gn*ąw'ing	neg lĕct'ed	shǫe'-māk er
5	be lŏng'ing	greāt'ly	o pŏs'sum	sĭnk'ing
6	bĭ'son	Grāy	ŏt'ter	splĭt'ting
7	brųte	hăng'ing	o ver hēar	smärt'ing
8	bŭf'fa lo	hâre	păn'ther	stănd'ard
9	ĕăm'el	he rō'ies	pā'tient ly	strănge
10	ea rĕss'ing	hĕr'o ism	plāins	tēam'ster
11	elŏth	h*igh*'est	pouch	tĕm'per ate
12	eōld'est	hōōf	pouche*d* (t)	toy*s*
13	eom pōse*d*'	hŏt'test	pow'ders	thou'sand
14	eŏn'quer ing	hu măn'i ty	pre serĭbe	trăets
15	eoŭn'try	im plōr'ing	prĕs'i dent	un eŏn scious
16	eŭd'-chew ing	ĭn'stanc es	prĭnt'er	un nĕc'es sa-
17	dēal*s*	in stĕad'	pro pōse'	ŭt'ter [ry
18	de serĭbe*d*'	joŭr'ney	pū'mȧ	Vĭr gĭn'i ą
19	dĕs'erts	Jŭd'son	rae eōon'	Wąl'ter
20	dĕs'ti tute	kĭn'dling	rep re sĕnt'ed	Wąsh'ing ton
21	dĭf'fer ent	lą'zi ness	ree ol lĕct'	wăp'i tĭ
22	di vĭd'ed	May'nard	sănd'y	wēa'ried
23	ĕx'er cise	mĭn'is ter	sew (sō)	wound
24	ĕx'tra	mĭs'sion a ry	sĕe'ond	*wr*ĭth*es*
25	fāith'ful	mōde	sĕrv'ant	zōne

[11]

WORD LESSONS.

NEW WORDS FROM LESSONS LIII TO LIX.

1	a main′	fĭn′ish er	lib er ăl′i ty	smĭl′ing
2	ae quīr′ing	fĭst	lĭ*gh*t′ning	stŏm′ach
3	af′fōrd′	fōre′most	lōw′est	stōred
4	Är′thur	ġĕn′er ous ly	Lū′cy	stō′ry
5	băt′tle	ġe ŏg′ra phy	măn′age	strĭet
6	beaū′ti fy	ġe ŏm′e try	mĭt′tens	strĭve
7	cī′pher ing	gĭg	nĕc′es sa ry	stŭd′ied
8	ehrō′mo	gŭt′ter	noŭr′ish ment	sue cĕs′sion
9	elĭm*b*	fŭch′si a	op por tū′ni ties	suf fī′cient
10	eŏme′ly	hăr′nes*s*ed (t)	păn′ġles	sup plĭed′
11	eŏn′science	Hâr′ri et	pĕn′nies	sweep′ing
12	eŏn′stant ly	hās′*te*n	pĭg′eŏn	tăṅk
13	eŏx′eŏm*b*s	*h*ŏn′ŏr	pŏck′et	thanked (t)
14	erowd′ing	hŭmps	pŏp′pies	tōols
15	eŭl′ti vate	ĭ′dle ness	prĕġ′ence	trēat′ed
16	Drāke	im pôr′tance	prŏm′ise	trĭ fling
17	de ġērve′	in dūce′	pro vĭd′ing	tūbe′rose
18	dĭl′i ġence	in dĭf′fer ent	pro vōk′ing	twĭnk′led
19	ēast′ern	in stĭll′	re mĭnd′	va rĭ′e ty
20	ēag′y	in strŭe′tion	rōōfed (t)	wāst′ing
21	ex cĕl′si or	Jăs′per	rŭg′ged	wĕl′come
22	ex tĕnd′	*k*neels	sāil′ors	wĕl′fare
23	fāith	kĭn	sew′ing (sō-)	wĕst′ern
24	fāil′ings	lă*tch*	slŭg′gard	whăck
25	fē′ver	lĕm′ons	shĭp	yo͝uth

[12]

WORD LESSONS.

NEW WORDS FROM LESSONS LIX TO LXVI.

1	a mīdst′	dī vēr′si ty	moist′ūre	spăr′rōw
2	ăn′them	draw′er	mo͝ve′ments	strĭnged
3	ar rīves [-shĭ-	ē eo nŏm′ie al	ne cĕs′si tīes	strōlled
4	as sō′ci ate	e lăs′tie	need′y	Sŭn′dāy
5	as tŏn′ished	ĕv′er green	nīght′in gale	su per in tĕnd′
6	bāse′ment	făn′cied	nŏd′ded	sup plied′ [ent
7	beaū′ti fies	fa tīgue′	pās′try	sup pōrt′
8	be stōw′	fē′male	pe cūl′iar (yar)	sup pōse
9	Blāke	flūte	per fēe′tion	swĕlls
10	bŏb′o link	freez′ing	pīt′y	swōl′len
11	bŏt′a nīes	gär′ner	pŏck′ets	thăn̆ks′giv ing
12	bo͝u que͝t′ (kā)	ge rā′ni um	poi′son	Thŏm′as
13	brȧnch′es	glär′ing	pŏpped (t)	thrōats
14	brīt′tle	griēfs	prŏm′ised (t)	tīm′id
15	brŏŏk′side	grōwth	quan̆′ti ty	toŭgh (f)
16	cel′er y	härsh′ly	rĕg′u lar ly	trĕad′ing
17	cĕn′ter	hĕlp′less	re news′	trĕm′ble
18	cēr′taĭn ly	hŏl′lōw	re quīre′	trĭll′ing
19	chärms	hū′man	re sĕt′ting	ŭp′side
20	chīld′hood	īm′i tate	saith (sĕth)	un ē′ven
21	con strŭct′ed	in gēn′ioŭs	seăt′tered	ver bē′nȧ
22	creep′ing	in stēad′ [-yŭs	sĕr vant	vīes
23	crŏssed (t)	mĭn′is try	shrŭb′ber y	wăgged
24	cū′rĭ oŭs ly	mŏek′ing	sleet	wa͝r′bler
25	de lĭ′cious	mŏd′i fies	sŏm′ber	wa͝sh′-tub

[13]

WORD LESSONS.

NEW WORDS FROM LESSONS LXVI TO LXXIII.

1	ae count'	dāi'sied	me měn'tōs	Swē'den
2	Ă'da	de pĕnd'ed	no tĭced (t)	tĕm'ples
3	a frāid'	de sẽrved'	nŏv'el ty	tĕm*pt*'ing
4	ăg'i tat ed	dĭl'i gent	oe ĕu*rred*'	trăv'el
5	a lärmed'	dĭs'tant	pẽr'fect ly	trĕach'er ous
6	Ăl'fred	ĕlf'in	pï ä'no	thwąrt'ing
7	a new'	en dĕav'or	pĭ'lot	un der tak'en
8	ap plĭed'	es pĕ'cial ly	pō'lar	un der tak'ing
9	ap prọv'al	ex pĕet'ing	prăe'tĭce	ụ'sū al (-zhū-)
10	beâr'ing	ĕs'q*u*ĭ maux	rĕalms	vĕġ'e ta ble
11	beg*ged*	fâir'ly [-mōz	rēaped (t)	vĭ'brate
12	be wĭ*tch*ed (t)	fâir'y	rēap'ers	wāv'ing
13	blĕst	fāith'less	rē'gions	wēave
14	bŏth'er	for sāke'	ręin'deer	W*ĕdn*eṣ'day
15	brä'vo	frĭ*ght*	re ly'	when ĕv'er
16	ęąu'tion	Ġēr'man	re mọved'	whĕth'er
17	cēas'ing	grāin	rep re sĕnt'ed	*wh*ọ so ĕv'er
18	chiēf'ly	guĭd'ance	sc*ā*les	wĭnd'pipe
19	elēar'ly	hōme'ly	sēarch	wĭn'try
20	elōthes	hūes	sē'ri oŭs	wīre
21	Ċōl'by	ĭsl'and	shōul'der	wĭ*red*
22	com po sĭ'tion	in ter rŭpt'ed	snŭg	wĭt'ty
23	con fĕs*sed* (t)	Lăp'land er	stō*red*	wōō'ing
24	crown	lāu*ghed* (ft)	strā*ight*	yĕs'ter day
25	dăn'de li on	lọṣ'ing	sŭd'den ly	Zĭn'ni a

[14]

WORD LESSONS.

NEW WORDS FROM LESSONS LXXIII TO LXXVIII.

1	Ạl'ba ny	en cīr'ele	mȧst'-head	skĭff
2	Ăn'drew	ĕn'ġīne	Mĭl'ler	slo͞op
3	ăn'gu lar	*Ēu'*rȯpe (yū-)	mĭz'zen-mast	spăṅk'er
4	ăre'tie	fi͞erce	mŭsk	spĕc'i fied
5	ärmed	fōre'-sāil	Nĕpt ūne	star vā'tion
6	ąu rō'rȧ	frĭg'ate	ōar'-lock	stā'tion a ry
7	awk'ward	frōz'*en*	ōarṣ	stĕam'-boat
8	bär'ren	Fụl'ton	oil	stĕam'ers
9	be lŏng'ing	găffs	păck'et	stērn
10	bō'ȧ	găl'ley	păs'sen ġer	strĕ*tch*ed (t)
11	bŏd'ĭeṣ	glŭt'ton	pī'lot	tăck'ing
12	bo͞omṣ	gȯv'ern ment	pro pĕl*led'*	thi͞ef
13	bo re ā'lis	Green'land	prŏp'er ly	tri an'gu lar
14	brĭg	hăl'yard	prŏd'ūce	trŭnks
15	ea'năls	hă*tch*'et	prĭṣ'on ers	un e*o*m'mon
16	ĕăn'non	hąuled	*P*tŏl'e my	vā'ry
17	ea nǫe'	hī'ber nate	rĕe'ȯrd	vĕs'sel
18	ce mĕnt'ed	hĭnġe	rĭg*ged*	wąl'rus
19	elī'mate	Hŭd'son	săl'mon	whāle'-bōne
20	€lyde	Ĭn'dian (ĭnd'yan)	sehō͞on'er	whāleṣ
21	eōast'ing	ĭn'ter vals	seō͞p'ing	Wĭlĺ'iam
22	erewṣ	jĭb'-sails	sēal'-skin	wǫl ver ēne'
23	eŭt'ter	lŭm'ber	sēa'-ot ter	wo͝od'*en*
24	Ēgўpt	man-of-wąr'	sēarch	Wǫrces'ter
25	em ployed'	Mär'shąll	sĭck'ness	zĭg'zag

[15]

WORD LESSONS.

NEW WORDS FROM LESSONS LXXVIII TO LXXXVII.

1	ae eū'mu late	do nā'tion	kĭssed (t)	shăg'gy
2	ap pâr'ent ly	ēar'nest	kĭnd'ly	Sĭn gą̄ pōre'
3	ap pli ea'tion	ĕeh'ōeş	*k*nŭck'l*e*	slĭp'per
4	bād*e*	e lee trĭc'i ty	lāk*es*	sō'fą̄
5	bee'tle	En'gland (ĭng-)	läugh'ing	sprăng
6	blīthe	En'glish man	lī'bra ry	stą̄ll
7	brĭsk'ly	fēath'ers	ma chĭn'er y	stôrm
8	buǫy (bwǫ̆)	fōre'fin ger	măg'net	sŭb'jeet
9	eăn'vas	frā'grance	Măr'quis	sug ġĕs'tion
10	eăr rĭage	freez'ing	Mär'tin	sug ġĕst'ive
11	eăt*ch*'er	găth'er ing	mŭff	sŭn'beam
12	eĕnt'u ry	ġĕn'er al ly	nav i gā'tion	sŭp pōse'
13	eēase'less ly	ġē'ni al	Nēb	rāk'ing
14	chance	glăd den ing	Nōre	răg'ged
15	chăn'nels	glĭm'mer	ôr'chard	răp'id ly
16	chānge	Gŏd'frey	out strĕt*ch*ed'	rēach'ing
17	eīr'eus	Gōre	păr'a gon	rōg*ue*
18	eōach	Gôr'don	pĕn'ance	rŭb'ber
19	eōm*b*'ing	Gus tā'vus	plāg*ue*	thêre'fore
20	eōm*b*ş	grāpes	pŏm'poŭs ly	thrĕat'ened
21	eŏn'tra ry	hănd'some	prae'ti eal	trăv'eled
22	erăcked (t)	ĭn'flu ence	prŏb'lem	tu'tor
23	erŭt*ch*'es	im ăg'ined	plŭck'ing	un fĭt'ted
24	de vĕl'op	ĭ'ron ing (-urn-)	Sā'vo ry	voy'ag*e*
25	dis ap point'ed	jōk'ing	sc*ē*n'er y	*w*rŭng

[16]

WORD LESSONS.

NEW WORDS FROM LESSONS LXXXVII TO XCV.

1	a dăpt'ed	ē'land	lăn'guor (-gwur)	răil'road
2	ăn'te lope	făn'cy	list'less	rē'gions
3	ar ma dil'lo	fēar'ing	märched (t)	*rh*I nŏc'e ros
4	blănk'et	fĭd'dle	mär'shal	rŭd'der
5	br*igh*t'ness	fōre'*hĕa*d	me chăn'ies	seăles
6	broil	fōr'eign	mōst'ly	st'lent
7	browsed	free'dom	mouthed	sprĭnk'ling
8	bū'gle	frĕt'ted	not with stănd'-	squâre
9	buoy'ant	frig'id	oe eā'sion [ing	stā'ble
10	chĕst'nut	gĕms'bok	pĕe'ea ry	sŭb'stance
11	cit'i zen	gī răffe'	plăs'tered	sŭmpt'u ous
12	eom pĕl*led*'	glŏss'y	play'ful	sym'bol
13	eŏn'scious ness	*g*naw'ing	pō'em	tā'pīr
14	eon trīb'ūte	go rĭl'la	poi'son ous	toil'ing
15	dau*gh*'ter	griĕf	prāi'rie	trŭmp'et
16	dĕcked (t)	hâir'less	pro ceeds'	tûr'nip
17	dĕpth	heärt'less	pro eūre'	un s*igh*t'ly
18	dīmes	hĕav'y	pro cĕs sion	vā'ries
19	dis ap point'-	hip po pŏt'a-	pôr'eu pine	vĕnt'ūre
20	div'ers [ment	r'dler [mus	proud'ly	wăk'en
21	en ăm'el	in dig'nant	pŭb'lie	Wĕb*b*ed
22	en thū'si asm	jăg'ū ăr	pûrs'es	wit'nessed (t)
23	en ti'tled	jū'bi lee	rae eōōn'	wŏŏd'man
24	ex ăm'ple	kan ga rōōs'	re būked' (t)	wŏŏd'chuck
25	ex eūsed'	lr'eth	rīb'bons	*wr*ĕtch'ed

[17]

WORD LESSONS.

NEW WORDS FROM LESSONS XCV TO CIII.

1	ab rŭpt'ly	di rēet'ly	lănd'scape	pōr'tions
2	a dŏpt'ed	dōor'-step	lĕv'el	pro fāne'
3	Ăl'le *gh*a ny	drēar'y	măg'ĭe	pro pō'sal
4	a mĕnds'	e lĕet ed	ma jŏr'i ty	pûr'ple
5	a mūse'ments	el e vā'tion	măn'tle	răṇk'est
6	ap prōached'(t)	ex chānge'	măn'sion	rĕn'der
7	ärm'ful	fạlse	mā'ple	rĕs'i dence
8	as sĕm'bled	frūit'ful	măr'vel ous	*rh*ụ'barb
9	bēam	fûr'nish	mass'es	rō'bust
10	blûr	găm'bol	măx'im	rōōt'lets
11	boun'ti ful	Geôrge'town	M'Kay'	săt'is fied
12	bŭt'ter flies	ġērm	mĕaṣ'ūred	skāt'er
13	căb'ins	glĕn	mĕm'bers	snōw'-ball ing
14	cạuse	gŏv'ern or	mĭn'gled	sûr'face
15	cŏm'fort a ble	grọups	mo nŏt'o ny	thrĭce'-fold
16	com pre hĕnd'	hăd n't	mōōn'light	tō'tal
17	con tĭn'u ous	hâlf'-cord	mount'aĭns	trăn'sient
18	cōurt'e ous	hâlve	năr'rōw	un fas'*ten*
19	crāve	hĭll-sides	Nā'than	ūse'ful ness
20	crĕd'it	hŏgs'head	pāg'eănt	va ri ā'tion
21	dance	*h*ŏn'est	pälm	Ver mŏnt'
22	de mûr*red*'	ĭg'no rance	pĕb'bly	Wạsh'ing ton
23	de tĕet	im pā'tient	plĕ*dge*	wēa'ri sŏme
24	de vĕl'op	in quĭred'	pre tĕn'tious	whạrf
25	dĭb'ble	ĭn'ter *view*	prŏj'eet	wŏŏd'saw

[18]

WORD LESSONS.

NEW WORDS FROM LESSONS CIII TO END.

1	ăb'sti nence	en ā'ble	pol i tĭ'cian	sphēre
2	af frŏnt'	fīre'-work	pŏl'i ties	spīr'it ed
3	ąu'thor	glōōm'y	prĕs'ence	stärs
4	be wâre'	greed'i ness	pro bŏs'cis	ster'ling
5	bruțe	grŭm'bler	pro pōr'tion	stout'ly
6	bûrst	hăm'mock	prowl'ing	straw'ber ry
7	eâst	härd'est	pųt	strīps
8	eăs *tles*	hās'ty	pûr'pose	suit'ed
9	chiēf	ĭn'stant ly	pûr'ple	sŭn'-erowned
10	elăs'sie al	in tŏx'i eat ing	pry'ing	tail'or
11	eloud'y	ĭt'a ly	quāil	tĕm'per
12	eom mēr'cial	lâir	răft'ers	thīrst'y
13	eon cērn'	lĕath'er	re plīes'	thôrn'y
14	eon ver sā'tion	loi'ters	re gĭst'	thrŏb
15	erīm'son	meek	re vĕnge'	trăm'ple
16	eŭd'gel	nŏm'i na ted	sąuc'y	trī'fles
17	eu ri ŏs'i ty	nŭr'se ries	sēa'-shells	trŭmp'et
18	dain'ty	ō'ri ole	sēa'-weeds	trŭst'ing
19	dĕl'i eate	păl'ette	sēized	tŭft
20	de spâir'	pants	shīrk	un tie'
21	de vīse'	păs'sion (păsh-)	sleeves	ŭp'ward
22	dew'-ber ry	pĕn'ny	slŭm'ber	weâr
23	drŏp'ping	pēr'feet	snăp	wĭn
24	dŭsk'y	per se vēr'ance	sōw'er	wīnes
25	ĕm'pha sis	phi lăn'thro pist	spärk	with ĭn'

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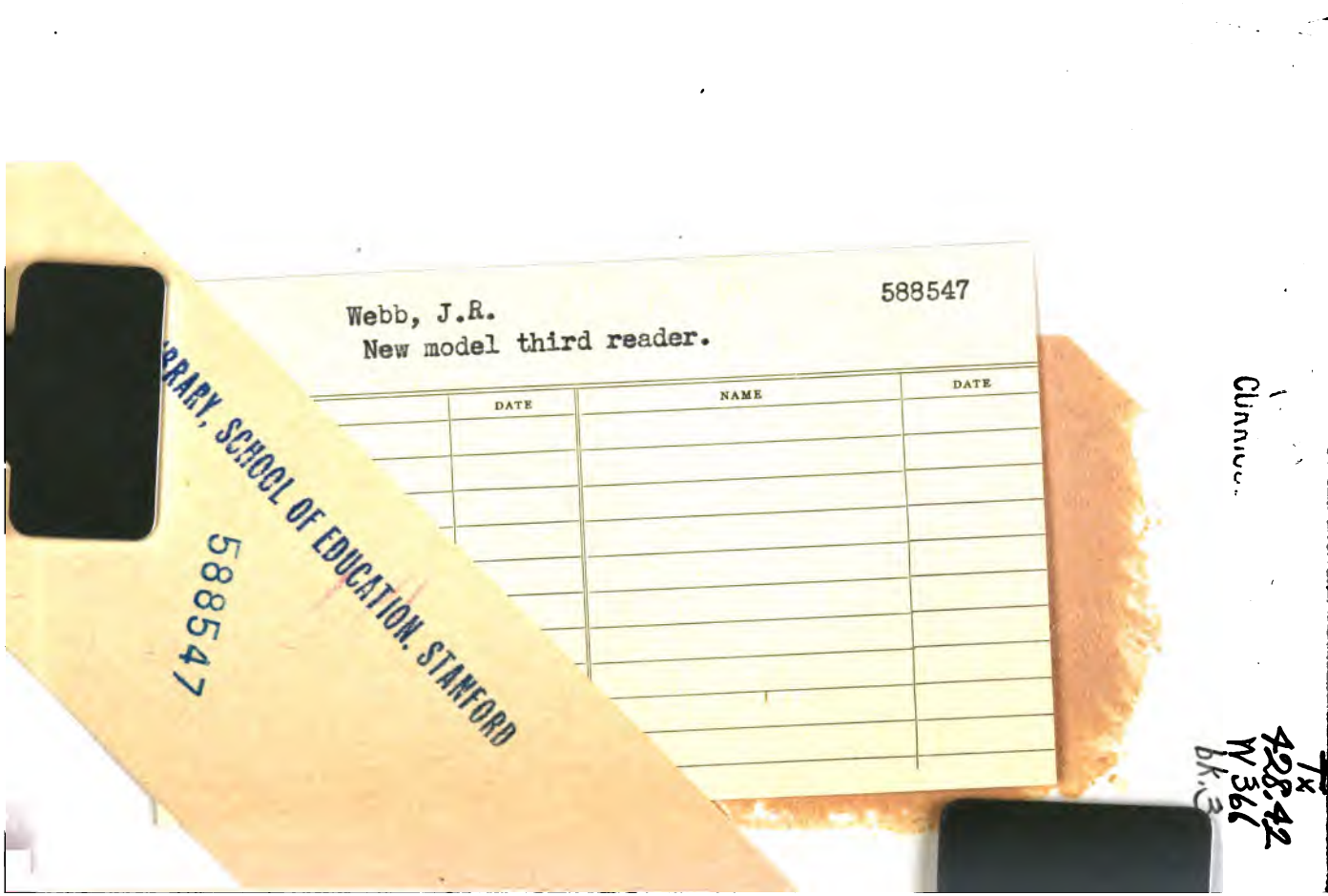
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